LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Goethe International Charter

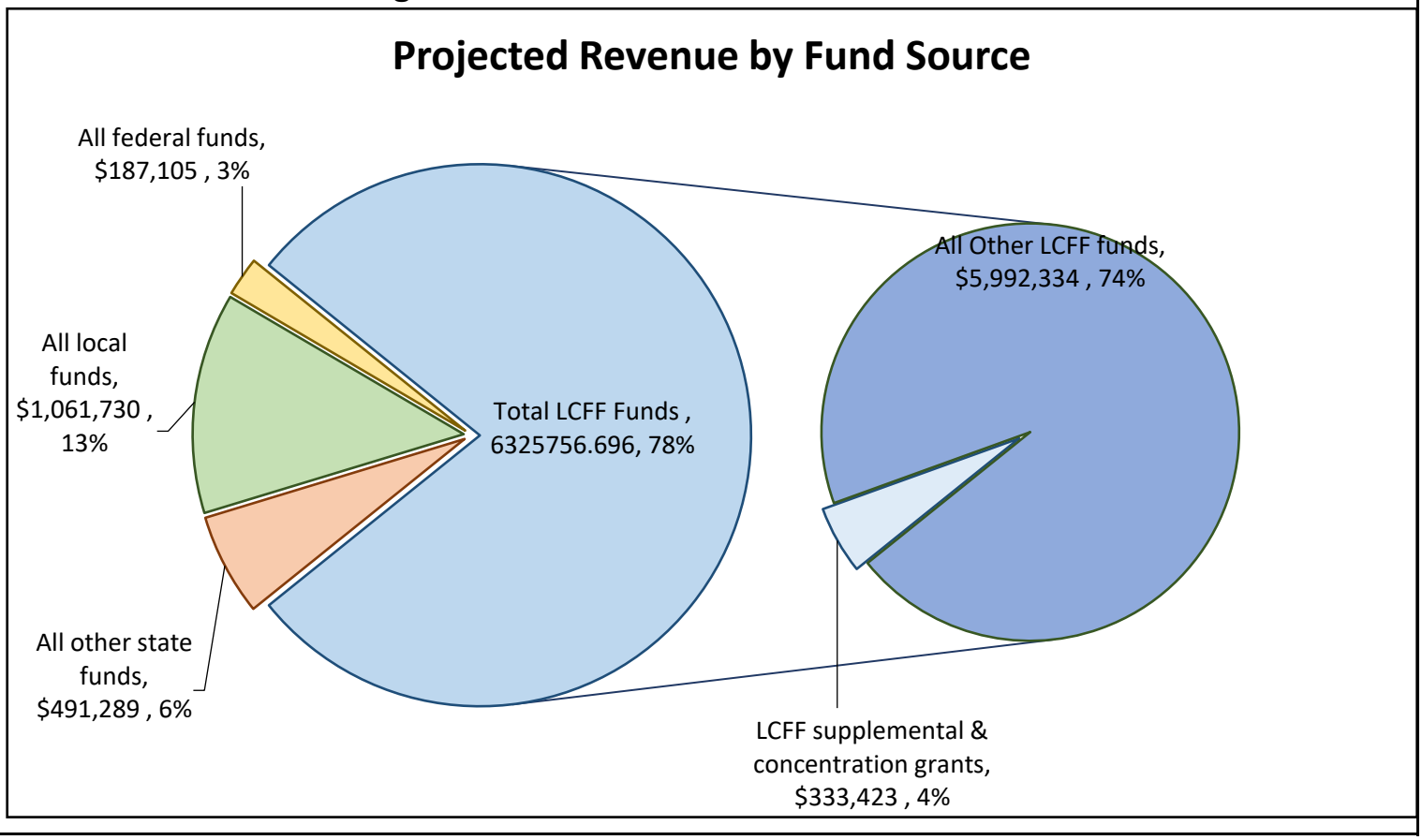
CDS Code: 19647330117978

School Year: 2025-26

LEA contact information: Casey Jones, 310-306-3484, c.jones@goethecharterschool.org

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2025-26 School Year

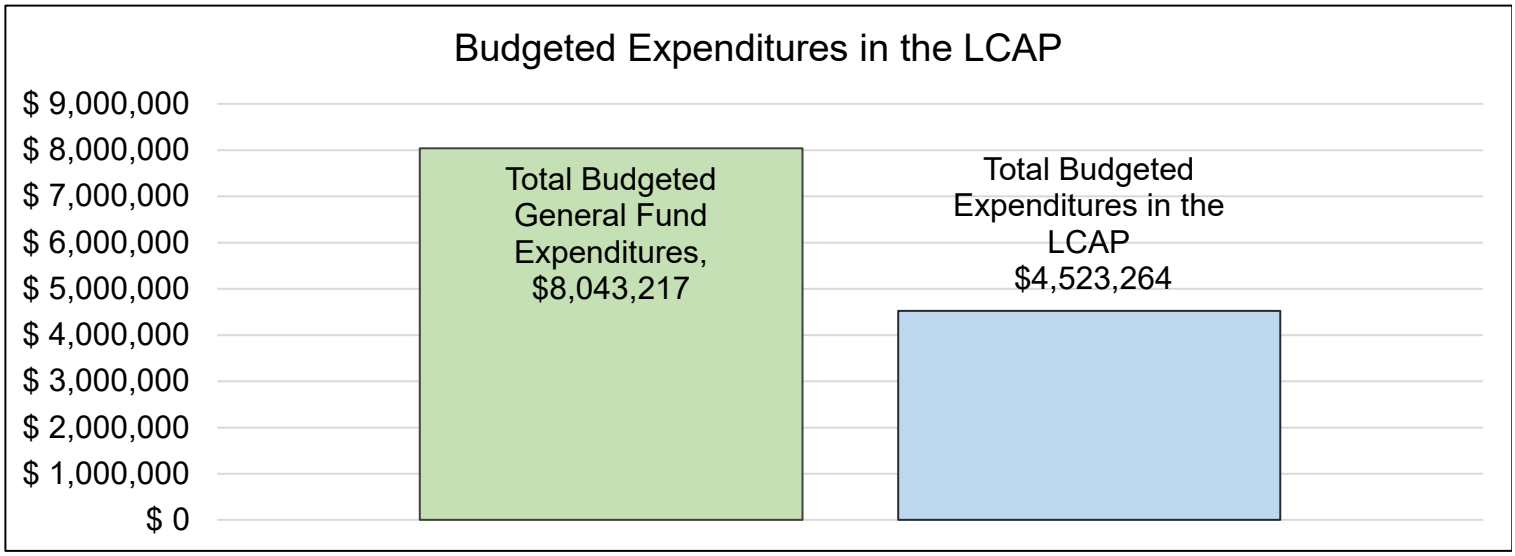


This chart shows the total general purpose revenue Goethe International Charter expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Goethe International Charter is $8,065,879.82, of which $6,325,756.70 is Local Control Funding Formula (LCFF), $491,288.56 is other state funds, $1,061,729.72 is local funds, and $187,104.84 is federal funds. Of the $6,325,756.70 in LCFF Funds, $333,422.70 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Goethe International Charter plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

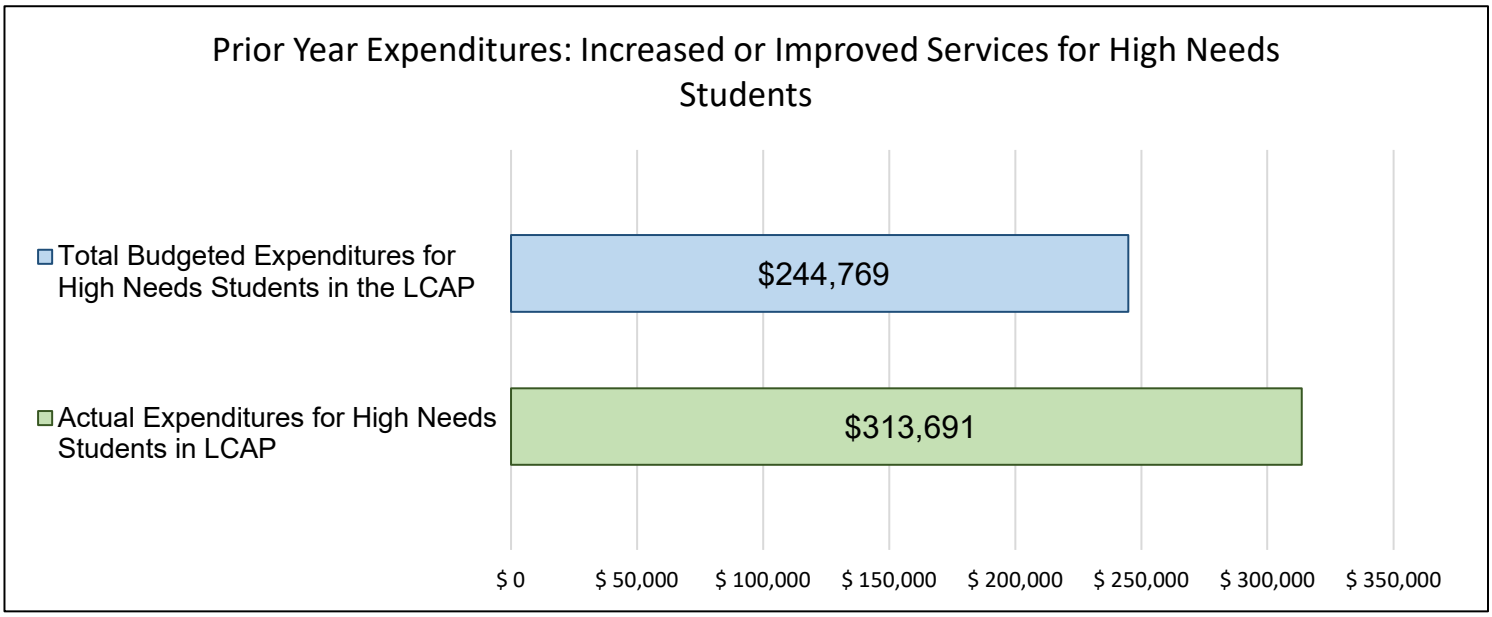
The text description of the above chart is as follows: Goethe International Charter plans to spend $8,043,217.27 for the 2025-26 school year. Of that amount, $4,523,264.00 is tied to actions/services in the LCAP and $3,519,953.27 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Goethe International Charter is projecting it will receive $333,422.70 based on the enrollment of foster youth, English learner, and low-income students. Goethe International Charter must describe how it intends to increase or improve services for high needs students in the LCAP. Goethe International Charter plans to spend $333,422.70 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



This chart compares what Goethe International Charter budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Goethe International Charter estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, Goethe International Charter's LCAP budgeted $244,769.15 for planned actions to increase or improve services for high needs students. Goethe International Charter actually spent $313,691.00 for actions to increase or improve services for high needs students in 2024-25.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Goethe International Charter School	Rasheed Khan, Executive Director	r.khan@goethecharterschool.org 310.306.3484

Plan Summary 2025-26

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Goethe International Charter School is a WASC-accredited tuition-free public school serving approximately 479 students in grades TK-8 with the following demographics: 34% White, 30% Hispanic, 14% Two or more Races, 17% African American, 4% Asian, 8% Students with Disabilities (SWD), 9% English Learners (EL), and 26% Socioeconomically Disadvantaged (SED). Currently, there are over 130 students waitlisted for the 2025-26 school year. Goethe International Charter School is not eligible for Equity Multiplier funds. GICS has expended its Learning Recovery Emergency Block Grant (LREBG) Funds.

Goethe International Charter School's mission is to create a multi-lingual and international educational environment that advances the knowledge, critical thinking and personal development of our students and prepares them to be self-motivated citizens who will thrive in the global world.

Goethe International Charter School (GICS) was founded on the premise of the International Baccalaureate (IB) Programme along with a focus on German language immersion. The school's mission is to create a multilingual and international educational environment that advances the knowledge, critical thinking and personal development of our students and prepares them to be self-motivated citizens who will thrive in the global world. GICS aspires to be the benchmark institution for multilingual, IB, K-12 education of future global citizens.

Goethe International Charter School (GICS) operates three distinctive innovative programs; the International Baccalaureate Programme (IB), the German Language Immersion (GLI) program, and the German Language Acquisition (GLA) Program. Throughout all these programs, GICS also provides Social-Emotional Learning as well as Specials and Exploratory Classes.

1. GICS' Primary Years Programme (PYP) focuses on the elementary grades (TK-5) and is in its fifteenth year of implementation, having achieved authorization as an IB World School in 2014. GICS' Middle Years Programme (MYP) began in 2019 and is now in its fifth year of IB candidacy.

2. GICS' German Language Immersion (GLI) program is available to students in grades TK-5. The GLI program is a dual language program following a 50/50 model, where students access standards-based core content instruction in English for half of their instructional time, and in German for the other half.
3. GICS' German Language Acquisition (GLA) program is available to students in grades 3-5. In this program, students receive instruction in all core subject areas in English and take a German language class twice a week.

As an IB school, GICS values supporting the whole child in their educational growth and development. To support this, GICS provides Specials Classes in the elementary program and Exploratory Classes in the middle school program. Elementary Specials Classes include Spanish, PE and Visual Arts; Middle School Exploratory Classes include Language (German or Spanish), PE, Visual Arts, Performing Arts, and Design.

The International Baccalaureate (IB) program has several features that contribute to promoting diversity, equity, and inclusion among its students. Here are some ways in which the IB program at GICS addresses these principles:

1. Global Perspective: The IB PYP and MYP programs encourage an international mindset by incorporating global perspectives into the curriculum. Students are exposed to a variety of cultures, histories, and viewpoints, fostering an understanding and appreciation for diversity.
2. Inclusive Curriculum: Curriculum is designed to be inclusive, offering a range of subjects that cater to different interests and learning styles. This allows students to explore various disciplines and discover their strengths, irrespective of their background and also allows for teachers to differentiate activities based on students' academic needs. A key piece of GICS' curriculum includes Social-Emotional Learning. GICS utilizes two curriculum resources to promote growth with students' social-emotional skills and peer relationships: Caring School Community and Be Good People.
3. Language Policy: The IB has a strong emphasis on language learning. It recognizes and promotes multiple languages, including the students' mother tongues, as part of its language policy. This supports linguistic diversity and inclusivity. At GICS, students learn language in a variety of ways: German Language Immersion program, German Language Acquisition program, Spanish language classes, and German language classes.
4. Assessment and Grading: The IB assessment model aims to be fair and inclusive. The assessment policy and practices at GICS include a variety of assessment methods, such as examinations, coursework, projects and portfolios, allowing students to demonstrate their understanding and skills in different ways.
5. IB Learner Profile: The IB promotes a set of attributes called the "IB Learner Profile," which includes values such as open-mindedness, tolerance, and respect. These principles guide students in their personal and academic development, emphasizing the importance of diversity, equity, and inclusion. The IB Learner Profile includes the following traits: inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, courageous, balanced, and reflective.

Goethe International Charter School has developed a one-year LCAP that will also serve as the WASC Action Plan, and School Plan for Student Achievement (SPSA), that meets the stakeholder engagement requirements outlined in CA EC 64001(j) and has met the following requirements CA EC 52062(a):

- Consultation with SELPA per CA EC 52062(a)(5)
- Parent Advisory Committee (PAC): CA EC 52062(a)(1)

- English Learner PAC: CA EC 52062(a)(2)
- Providing written response to each of the committees regarding their comments

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

2023 CA School Dashboard

The following table reflects Goethe International Charter School's performance on the 2023 California School Dashboard, organized by State/Academic Indicators and student groups. This data demonstrates the school's academic achievement levels across different metrics and student populations.

Student Group	English Learner Progress	Chronic Absenteeism	Suspension Rate	Graduation Rate	English Language Arts	Mathematics
All Students	N/A	Orange	Yellow	N/A	Green	Green
English Learners	--	Yellow	Orange	N/A	Green	Green
Foster Youth	N/A	--	--	N/A	--	--
Socioeconomically Disadvantaged	N/A	Orange	Yellow	N/A	Yellow	Yellow
Students with Disabilities	N/A	Orange	Blue	N/A	--	--
African American	N/A	Yellow	Orange	N/A	--	--
Asian	N/A	--	--	N/A	--	--
Filipino	N/A	--	--	N/A	--	--
Hispanic	N/A	Orange	Blue	N/A	Yellow	Yellow
White	N/A	Green	Blue	N/A	Blue	Blue
Two or More Races	N/A	Orange	Orange	N/A	Green	Green

Excerpt from 2024-25 LCAP for the 2023 CA School Dashboard

ELA & Math Academic Indicators: GICS has aligned the math standards and math curriculum with our IB Units of Inquiry in the Primary Years Programme, so that there is as much possible connection between math concepts and skills with the different subject areas as students learn throughout the year.

GICS has continued the use of iReady as its diagnostic assessment tool. As our staff have become more familiar with and received more training on the iReady platform, teachers have been able to effectively use the various tools available, such as the individual pathways for students, to monitor and assess students as well as enhance their instruction. The use of these individualized and differentiated lessons and activities has helped teachers to better support students with the skills and concepts that they have not mastered yet. Additionally, the readiness of the data allows for teachers to quickly identify student needs and adjust instruction accordingly.

Additionally, GICS continues to build upon and improve its summer school program and after school services, to better support more students through its expanded learning opportunities program.

Chronic Absenteeism Indicator: GICS continues to utilize the Unified Insights data warehouse to easily track attendance and absenteeism in real time. The Unified Insights system is embedded in the Student Information System (PowerSchool) and is easily accessible through the Administration and Teacher portals. Students identified as chronically absent are directly contacted by teachers, administrators and office staff to determine if there are barriers to attendance beyond illness and to re-engage the student.

GICS' system for monitoring chronic absenteeism and tardies/truancy includes regular running of reports through PowerSchool monthly. Students that are identified for chronic absenteeism and/or chronic tardy rate of 10% or more receive a letter from the school. This letter states the importance of consistent attendance or punctual arrival at school for academic achievement and well-being. The school offers support in improving tardiness and/or attendance. Students who receive these letters are logged in PowerSchool under "log entry" for tracking and documentation. If attendance does not improve by the end of the following monitoring cycle, families receive an additional letter followed by a phone call from the Assistant Principal to identify root causes and develop a plan for improvement.

Independent Study continues to be a key factor in providing support for students when they remain at home due to illness or other factors. GICS supports an Independent Study Technician who contacts families to develop Independent Study Contracts and serves as a conduit to the teachers to ensure coursework is available and completed.

2024 CA School Dashboard: Goethe International Charter School

The following table reflects Goethe International Charter School's performance on the **2024 California School Dashboard**, organized by State/Academic Indicators and student groups. This data demonstrates the school's academic achievement levels across different metrics and student populations.

Student Group	English Learner Progress	Chronic Absenteeism	Suspension Rate	Graduation Rate	English Language Arts	Mathematics
All Students	N/A	Green	Orange	N/A	Green	Green
English Learners	--	Orange	Yellow	N/A	Orange	Green
Long-Term English Learners	--	--	--	N/A	--	--
Foster Youth	N/A	--	--	N/A	--	--
Socioeconomically Disadvantaged	N/A	Orange	Orange	N/A	Orange	Orange
Students with Disabilities	N/A	Orange	Blue	N/A	--	--
African American	N/A	Yellow	Green	N/A	Yellow	Green
Asian	N/A	--	--	N/A	--	--
Filipino	N/A	--	--	N/A	--	--
Hispanic	N/A	Yellow	Orange	N/A	Orange	Orange
White	N/A	Blue	Orange	N/A	Blue	Green
Two or More Races	N/A	Yellow	Blue	N/A	Green	Blue

ELA Needs Assessment

Data Analyzed (Quantitative & Qualitative)

The comprehensive analysis draws from multiple data sources to understand student performance patterns and identify areas requiring intervention. State assessment data includes 2023 and 2024 CA School Dashboard CAASPP/SBAC results alongside ELPAC assessments spanning the same period. The 2024-25 iReady trimester assessments provide current benchmark data disaggregated by grade level and student groups, offering insights into academic progress throughout the school year.

Local assessment data encompasses 2024-25 DIBELS results for early literacy monitoring, student work samples including writing portfolios and assessments, and classroom observations conducted by the leadership team. Additionally, Really Great Reading assessment data from grades K-5 provides targeted phonics and reading fluency information.

Progress monitoring focuses specifically on English Learner outcomes, including reclassification rates, progress towards English Language Proficiency indicators, and Summative ELPAC proficiency percentages. This multi-faceted approach ensures a comprehensive understanding of student achievement patterns and needs.

Identified Achievement Gaps

- The 2024 CA School Dashboard reveals concerning declines across multiple student groups, representing a significant departure from previous performance levels. Socioeconomically Disadvantaged students now perform at the ORANGE level with -23.4 Distance from Standard (DFS), showing a dramatic decline from the previous year's YELLOW level performance of -3.7 DFS. Similarly, Hispanic students declined to ORANGE level performance at -8.2 DFS from the prior year's YELLOW level at -4.7 DFS.
- Perhaps most concerning is the decline of English Learners to ORANGE level performance at -8.1 DFS, representing a significant drop from the previous year's GREEN level performance of +17.4 DFS. These performance levels contrast sharply with White students who perform at +73.8 DFS, highlighting substantial achievement gaps.
- English Language Development data presents additional concerns with EL Progress Indicator towards proficiency declining from 72.4% to 65.6%, representing a 6.8% decrease. Summative ELPAC proficiency rates show an even more dramatic decline from 60.3% to 46.94%, a concerning 13.36% decrease that indicates significant challenges in language acquisition support.

Strengths Identified

- Despite concerning Dashboard declines, several positive indicators demonstrate the potential for improved outcomes with targeted interventions. The EL Reclassification Rate improved significantly from 34.92% to 42.9%, representing a 7.98% increase that suggests some students are successfully transitioning out of EL status.
- iReady growth data reveals that English Learners demonstrated substantial progress between assessment periods, achieving 90% growth towards Typical Annual Growth in Reading compared to 57% schoolwide. Additionally, 39% of EL students met their Annual Typical Growth goal with 84% making measurable progress toward that goal, indicating that current intervention strategies show promise when consistently implemented.
- Program implementation efforts provide a foundation for continued improvement. The new systematic ELD curriculum (E.L. Achieve) is being implemented across grades K, 1, and 6, providing teachers with structured, evidence-based resources for supporting language development. Designated ELD instruction occurs in small groups across all grade levels, ensuring targeted support for English learners. The Really Great Reading program implementation for phonics instruction in grades K-5 addresses foundational literacy skills essential for academic success.

Greatest Needs by Student Group

- **English Learners** represent the most critical need area, demonstrating the largest achievement gap at -25.5 DFS on CAASPP ELA assessments. The significant decline in ELPAC proficiency rates of 13.36% indicates urgent need for accelerated language acquisition support and more intensive intervention strategies. The dramatic shift from GREEN to ORANGE performance levels suggests that current support systems are insufficient to meet the complex needs of this population.
- **Socioeconomically Disadvantaged** students show the second most pressing need, with their dramatic decline from YELLOW to ORANGE performance level indicating that economic barriers are increasingly impacting academic achievement. Their current performance of -19.7 DFS demonstrates substantial intervention needs, particularly considering that many students in this category also belong to other demographic groups, creating compounding challenges.
- **Hispanic** students, while showing a less severe gap at -8.2 DFS, still represent a significant concern given their decline from YELLOW to ORANGE performance levels. The intersection of many Hispanic students with EL and SED classifications creates multiplying effects that require targeted, culturally responsive interventions to address the unique challenges facing this population.

Root Cause Analysis

- Several **instructional factors** contribute to the declining performance across target student groups. The current intervention teacher operates in a dual role serving both RSP and general intervention needs, significantly limiting availability across all grade levels when the population requiring intervention continues to grow. Inconsistent implementation of Designated ELD across classrooms indicates need for ongoing support to ensure all teachers can implement the program with fidelity. The complexity of the EnVision Math curriculum, while offering valuable problem-solving strategies, requires extensive teacher training that may be competing with time needed for ELA focus and intervention.
- **Systemic factors** further compound these challenges. The growing population of students requiring intervention services has outpaced the school's capacity to provide adequate support, creating a widening gap between needs and resources. Late hiring of German teachers for grades 3 and 5 potentially impacted program continuity, while teacher resignations and medical leaves created instructional discontinuity during critical learning periods.
- **Language development factors** present additional complexity in this dual-language immersion environment. Balancing German immersion requirements with English language development creates competing priorities that may not adequately address the intensive English language needs of struggling learners. Assessment implementation challenges, particularly with iReady in Kindergarten, have affected early identification and intervention efforts that are crucial for preventing later academic difficulties.

Identified Resource Inequities

- **Human resource** inequities represent the most significant barrier to addressing student needs. The insufficient intervention support available to the growing population of struggling students creates a bottleneck that prevents timely and intensive intervention. Limited ELD specialist capacity restricts the school's ability to provide ongoing coaching and support for teachers implementing new curriculum and strategies. Professional development access is constrained by competing priorities, limiting opportunities for comprehensive training in evidence-based practices like GLAD strategies.

- **Instructional resource** inequities include technology access issues where some devices have reached end-of-lifecycle status, affecting iReady assessment implementation and creating inconsistent access to digital learning tools. Uneven implementation of Really Great Reading across K-5 classrooms indicates need for additional resources and support to ensure program fidelity. The absence of systematic progress monitoring tools specifically designed for EL students limits teachers' ability to track language development progress and adjust instruction accordingly.
- **Time resource** inequities create additional barriers with insufficient dedicated intervention time during the school day limiting opportunities for intensive support. Professional development time constraints prevent ongoing coaching and support necessary for successful ELD implementation, while the complexity of managing both immersion and English development goals within existing time structures creates competing demands on instructional minutes.

2025-26 Plan of Action

1. The comprehensive plan of action prioritizes expanding intervention capacity through hiring a dedicated intervention teacher for elementary school who will provide both pullout and push-in intervention services. This position, funded through LCAP lines 40-41, will specifically address the growing population of students requiring intensive academic support. Middle School support will be restructured to include an after-school tutoring center providing ELA and Math homework support, while adding an academic counselor to ensure students complete assignments and receive necessary interventions.

2. Strengthening ELD program implementation represents the second priority, involving completion of the E.L. Achieve curriculum rollout to include grades 2, 3, 4, 7, and 8 in the second year of the three-year implementation plan. Comprehensive GLAD training will be provided to all teachers focusing on Integrated ELD strategies, supported by dedicated professional development time for ongoing ELD implementation coaching and support.

3. Enhanced assessment and progress monitoring will be implemented through the Multitudes Reading Screening tool for grades K-2 to enable early identification of students at risk. Systematic progress monitoring will be established through quarterly EL progress reviews using multiple data sources, while improving parent communication about assessment results and intervention strategies to ensure family engagement in student progress.

4. Targeted interventions will address the specific needs of each student group. English Learners will receive small group pull-out Designated ELD for students at ELPAC levels 1 and 2 in Middle School, supplemental intervention through the BrainPOP ELL program, and prioritized placement in Extended Learning Opportunities Program activities. Socioeconomically Disadvantaged students will receive prioritized access to intervention services and tutoring programs, enhanced family engagement and communication in multiple languages, and support accessing technology and resources for home learning.

5. Hispanic students will benefit from culturally responsive teaching strategies, Spanish language communication for families, and leveraging bilingual strengths within the dual language program model. Professional development will focus intensively on data analysis training enabling teachers to use iReady and ELPAC data for differentiated instruction planning, small group instruction techniques for tiered language acquisition support, and cross-curricular ELD integration strategies.

CHRONIC ABSENTEEISM NEEDS ASSESSMENT

Goethe International Charter School has made overall progress in reducing chronic absenteeism rates, with most student groups showing improvement. However, significant disparities remain among student subgroups, particularly affecting English Learners and Students with Disabilities, who show increased chronic absenteeism rates. A comprehensive, culturally responsive approach is needed to address systemic barriers and ensure equitable attendance outcomes for all students.

DATA ANALYSIS

Current Chronic Absenteeism Performance

The school demonstrates mixed results in chronic absenteeism outcomes, with an overall improvement of 1.8% from baseline across all students. Current attendance rate shows positive momentum at 95.9% for the 2023-24 school year, representing an increase from 95.6% in 2022-23.

Student Group Performance Analysis

Several student groups demonstrate meaningful improvement from baseline measurements. African American students show the most significant progress with a 4.5% decrease in chronic absenteeism, representing substantial gains in this critical area. Hispanic students demonstrate notable improvement with a 3.2% reduction, while White students show slight improvement with a 1.1% decrease. Socioeconomically disadvantaged students demonstrate minimal but positive improvement with a 0.2% reduction in chronic absenteeism rates.

However, concerning trends emerge among specific subgroups requiring immediate attention. English Learners show a troubling 2.1% increase in chronic absenteeism, indicating potential barriers in communication, cultural understanding, or academic support. Students with Disabilities demonstrate a 0.7% increase in chronic absenteeism, suggesting possible challenges related to health needs, transportation, or academic accommodations. Students identifying as Two or More Races show a slight 0.2% increase, indicating emerging needs within this population.

Demographic Context

GICS serves 479 students as of 2024, with significant diversity across ethnic and economic lines. Hispanic/Latino students comprise 30% of enrollment, while African American students represent 17.1% of the population. English Learners constitute 9.39% of students, socioeconomically disadvantaged students represent 24.2%, and Students with Disabilities comprise 8.8% of enrollment.

IDENTIFIED STRENGTHS

- **Data Systems and Monitoring Infrastructure:** The school has established robust systems for tracking attendance patterns through implementation of the Unified Insights portal, which enables comprehensive monitoring of attendance, absences, and truancy indicators. Leadership maintains daily attendance monitoring protocols, and baseline data collection provides a foundation for measuring progress across all student subgroups.

- **Communication and Language Support:** GICS demonstrates commitment to multilingual families through bilingual correspondence provided in both English and Spanish. The school offers interpreter services for Spanish-speaking families and maintains multiple communication platforms including FreshSchools App, MailChimp, Bright Arrow, and regular newsletters to ensure comprehensive family outreach.
- **Positive Performance Trends:** GICS shows encouraging overall improvement with a 1.8% reduction in school-wide chronic absenteeism. African American students demonstrate particularly significant improvement with a 4.5% reduction, indicating that targeted interventions can produce meaningful results. The consistent improvement in overall attendance rate suggests that foundational systems are working effectively.
- **School Climate and Community Building:** GICS has implemented the Where Everybody Belongs (WEB) program specifically designed to support 6th grade transition and reduce middle school adjustment challenges. Comprehensive social-emotional learning programming through Caring School Community and Be Good People curricula creates supportive environments, while multiple family engagement opportunities and school-wide events foster community connection.

IDENTIFIED NEEDS

Priority Areas Requiring Immediate Attention

- English Learner support emerges as the most critical need, with chronic absenteeism increasing by 2.1% among this population. Language barriers may prevent effective communication about attendance importance, while cultural factors affecting attendance patterns may not be adequately addressed through current approaches. The school must develop more culturally responsive and linguistically appropriate interventions.
- Students with Disabilities represent another priority area, showing a 0.7% increase in chronic absenteeism. Complex medical and therapeutic needs may create attendance challenges that current systems do not adequately address. Transportation barriers or insufficient accommodations may contribute to attendance difficulties for this population.

Systemic Intervention Improvements

- Current documentation reveals that consistency and regularity in attendance interventions remain challenging due to time constraints and staffing limitations. The school needs systematic, proactive attendance intervention protocols that ensure regular, predictable outreach to families experiencing attendance challenges. Insufficient frequency of communication with chronically absent families indicates need for enhanced staffing dedicated to attendance support.

Cultural Responsiveness and Community Understanding

- Limited understanding of cultural factors contributing to absenteeism suggests need for deeper community engagement and culturally responsive practices. Targeted outreach to specific cultural communities within the school population could improve attendance outcomes through better understanding of family needs and barriers.

Early Warning and Prevention Systems

- The school requires automated early identification systems for students at risk of developing chronic absenteeism patterns. Systematic intervention triggers must be established before chronic patterns develop, allowing for proactive rather than reactive support approaches.

ROOT CAUSE ANALYSIS

- **Academic and Instructional Factors:** Students experiencing academic struggles may develop school avoidance patterns, particularly among English Learners who may face language barriers in accessing grade-level instruction. Special education students may experience academic frustration when accommodations are insufficient or inconsistently implemented, leading to attendance challenges.
- **Social-Emotional and Developmental Factors:** Middle school transition presents significant challenges despite existing WEB programming, suggesting need for enhanced support during this critical period. Student anxiety, social difficulties, or lack of school connectedness among certain subgroups may contribute to attendance avoidance patterns.
- **Family and Community Barriers:** Language barriers represent a significant challenge, as Spanish-speaking families may not fully understand attendance policies or the critical importance of daily attendance for academic success. Cultural differences in perspectives on attendance and education priorities may create misalignment between school expectations and family practices. Economic challenges affect 24.2% of students classified as socioeconomically disadvantaged, who may face transportation difficulties, childcare responsibilities, or work-related barriers that interfere with consistent attendance. Health issues among Students with Disabilities may result in medical appointments, ongoing health challenges, or therapeutic needs that conflict with school attendance.
- **Systemic and Organizational Factors:** Staffing constraints limit the time available for consistent follow-up on chronic absences, while communication gaps result in insufficient frequency of outreach to families experiencing attendance challenges. Current data utilization practices may not be proactive enough for effective interventions.
- School-specific challenges include geographic dispersion of families, as many live far from the school campus, creating transportation barriers for families without reliable vehicles. Staffing instability during the current year, including principal maternity leave and assistant principal absence, may have impacted consistency in attendance monitoring and intervention.

RESOURCE INEQUITIES

- **Language Access and Cultural Support:** While translation services exist, they may be insufficient for complex conversations about attendance barriers and family needs. The school requires bilingual staff availability for real-time communication and cultural liaisons who understand specific community dynamics and can provide culturally appropriate outreach.
- **Staffing and Support Resources:** Limited dedicated attendance personnel restrict the school's ability to provide consistent, proactive intervention. Counseling support remains insufficient, as the counselor position was not filled due to budget constraints, limiting mental health support for attendance-related issues. Specialized support for Students with Disabilities facing attendance barriers requires enhancement through dedicated staffing.
- **Technology and Communication Access:** Although 1:1 devices are available to students, some families may lack reliable internet access for consistent communication with school attendance monitoring systems. The digital divide may affect family engagement with online platforms used for attendance tracking and communication.

- **Transportation and Geographic Barriers:** The absence of school-provided transportation creates challenges for families living far from the campus, while public transportation limitations in the area may restrict access for some families. Geographic dispersion of the school community creates additional barriers for families without reliable transportation options.
- **Comprehensive Support Services:** Limited social work support, despite recent hiring of an Assistant Social Worker, restricts the school's ability to address complex family situations affecting attendance. Insufficient mental health resources for students experiencing attendance-related anxiety or school avoidance requires expansion to meet identified needs.

PLAN OF ACTION FOR 2025-26

GOAL: Reduce chronic absenteeism rates by 3% overall (2025-26 school year) and eliminate disparities between student subgroups, with particular focus on English Learners and Students with Disabilities achieving attendance outcomes comparable to highest-performing subgroups.

Early Identification and Intervention System Development

The school will implement an automated early warning system within the Unified Insights platform to identify students at risk before chronic patterns develop. Intervention triggers will be established at multiple levels, with phone calls initiated after three absences, family conferences scheduled after five absences, and comprehensive support plans developed after ten absences. An attendance intervention team will be created including counselor, social worker, and family liaison to ensure coordinated, comprehensive support.

Implementation will begin in August 2025 with system configuration and staff training. Assistant Principals and Attendance Clerk will assume primary responsibility for daily monitoring and intervention coordination. Resources needed include staff training costs and system configuration support.

Targeted Support for High-Need Subgroups

English Learner support will be enhanced through hiring of a bilingual family liaison specifically focused on attendance outreach and barrier identification. Culturally responsive attendance materials will be developed in collaboration with community organizations serving immigrant families. Monthly EL family attendance workshops will provide education about attendance importance and barrier-reduction strategies.

Students with Disabilities will receive individualized attention through attendance accommodation plans integrated into the IEP process. Coordination with outside service providers will ensure that medical and therapeutic needs are balanced with attendance requirements. Flexible scheduling options for medical appointments will be explored, along with investigation of transportation support alternatives.

Enhanced Family Communication and Engagement

Communication improvements will include weekly automated attendance reports sent to families, culturally appropriate attendance campaigns developed in partnership with community leaders, and home visits for students with chronic attendance challenges. A peer family mentorship program will connect families with similar backgrounds to provide support and guidance.

Family engagement will be strengthened through monthly attendance workshops with childcare provided to ensure accessibility. Transportation support for important school events will be explored to reduce barriers to participation. Attendance recognition and incentive programs will celebrate improvement and success, while family attendance support groups will provide ongoing community for families facing challenges.

School Climate and Engagement Enhancement

Student engagement will be increased through expansion of the WEB program to include attendance mentoring components. A student attendance ambassadors' program will provide peer support and recognition. Classroom attendance competitions will create positive motivation, while enhanced extracurricular offerings will increase overall school connection and engagement.

Social-emotional support will be strengthened through targeted SEL interventions for students experiencing attendance-related anxiety or school avoidance. Peer mediation programs will address social conflicts that may affect attendance, while mental health screening and support referrals will ensure comprehensive care for students with underlying challenges.

Systematic Data Analysis and Monitoring

Data systems will be enhanced to include monthly attendance data review by grade level and subgroup, quarterly attendance trend analysis, and real-time dashboard monitoring accessible to all staff. Parent portal integration will enable families to track attendance patterns and receive alerts about concerning trends.

Accountability measures will include weekly attendance team meetings for case review and planning, monthly reporting to school leadership for strategic oversight, quarterly board reporting for governance accountability, and annual LCAP metric tracking for compliance and improvement planning.

Goethe International Charter School has expended its Learning Recovery Emergency Block Grant Funds.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Not applicable.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Goethe International Charter School is not eligible for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Not applicable.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Not applicable.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Administrators/Principal	**Dates:** • January – May 2025: Administrative Leadership team meetings **Topics Discussed:** The Administrative Leadership team conducted ongoing discussions about the 2024-25 LCAP Midyear Update, which was subsequently presented to the GICS governing board. The team also reviewed 2024 California School Dashboard Indicators and worked on revising the 2025-26 LCAP goals, actions, and metrics to ensure alignment with WASC Action Plan findings and schoolwide initiatives. **Feedback Provided:** **Staffing and Support Services:** The administrative team recognized the critical need for a full-time counselor position to better serve student mental health and academic counseling needs. They also identified the necessity for an additional intervention teacher to provide more targeted academic support for struggling students. To enhance English Learner instruction, the team recommended training additional staff in E.L. Achieve methodology. **Middle School Program Development:** The administrators emphasized the need to begin departmentalization of the Middle School program to provide more specialized instruction and better prepare students for high school-level coursework. They also proposed adopting an accelerated Math track specifically for Middle School students to challenge high-achieving learners and provide appropriate academic advancement opportunities. **Assessment and Intervention Tools:** To improve early identification and support of students with reading challenges, the administrative team recommended adopting the Multitudes reading difficulties screening program. This addition would enhance the school's ability to identify students needing reading intervention and provide timely, targeted support to improve literacy outcomes.

Educational Partner(s)	Process for Engagement
Teachers	**Dates:** • Weekly meetings February – April 2025 • Teacher survey May 2025 **Topics Discussed:** Teachers engaged in discussions about elements of the 2024-25 LCAP Midyear Update and contributed to the development of the 2025-26 LCAP revised goals. The team reviewed 2024 California School Dashboard data and provided input on teacher needs and professional development requirements. Key discussion topics included iReady student data analysis and intervention strategies to support academic growth for all students, Dr. Pennicooke's equity in instruction series, and methods for supporting and implementing accommodations for Students with Disabilities. **Feedback Provided:** **Professional Development and Staffing Needs:** Teachers identified the need for additional professional development focused on English Language Development to better serve English Learner students. They emphasized the necessity for additional intervention teachers to provide targeted academic support and requested increased counseling support beyond what is currently available for Special Education students to address broader student mental health and academic counseling needs. **Administrative Support and Professional Growth:** Through surveys and discussions, teachers requested more administrative feedback on their performance to support professional growth and improvement. They also expressed the need for increased relevant professional development opportunities that directly align with their classroom needs and student populations. **School Climate and Relationships:** The Panorama Survey results revealed positive teacher perceptions across multiple areas. Teachers recognized the overall social and learning climate of the school as positive and acknowledged positive faculty and staff relationships with families. They also identified their work environment as positive, indicating strong collegial relationships and supportive workplace conditions that contribute to effective instruction and student success.
Other School Personnel/Classified Staff	**Date:** Monthly meetings February – April 2025; Staff survey May 2025 **Topics Discussed:** • 2024-25 LCAP Midyear Update review • Development of 2025-26 LCAP revised goals • Assessment of support staff needs

Educational Partner(s)	Process for Engagement
	Feedback Provided: • Need for additional campus safety monitors at the Middle School (positions have been filled) • Request for strategies to support students with behavioral challenges • Need for Social-Emotional Learning (SEL) support training for classified staff working with students • Positive feedback on school safety, climate, and leadership based on Panorama Survey results • Request for professional development focused on academic support strategies for classroom use
Students	**Dates:** • Monthly meetings with Student Council (4th-8th grade) throughout the year • May 2025: Student survey **Topics Discussed:** Student Council representatives, elected by their classmates from grades 4-8, participated in monthly meetings throughout the school year. In May 2025, students across grades 3-8 were surveyed to gather input on school climate, safety, connectedness, and overall experiences during the 2024-25 school year. **Feedback Provided:** **Elementary Student Perspectives (Grades 3-5):** Students in the elementary grades reported a strong sense of school belonging, indicating they feel connected to their school community and valued as members of the student body. They also expressed confidence in school safety measures and reported positive teacher-student relationships, demonstrating trust and connection with their instructors. **Middle School Student Perspectives (Grades 6-8):** Middle School students reported a strong sense of school safety, feeling secure and protected within the school environment. They also indicated positive school-teacher relationships, showing that despite the typical developmental changes and challenges of adolescence, students maintain positive connections with their educators and feel supported in their academic and personal growth. The feedback from both grade level groups demonstrates a positive school climate with strong safety measures and meaningful relationships between students and staff, providing a solid foundation for academic achievement and social-emotional development.
Student Advisory Committee	**Dates:** • 04/30/25: Initial discussion on academic support and school culture

Educational Partner(s)	Process for Engagement
	• 05/07/25: Continued support systems discussion with questionnaire • 06/03/25: Review & approval of 2025-26 LCAP, and use of Title Funds **Topics Discussed:** The Student Advisory Committee engaged in comprehensive discussions about support systems for academic achievement and overall school culture. They utilized questionnaires to gather student input and facilitate deeper discussion on these topics. The committee also reviewed and finalized their previously submitted LCAP suggestions to ensure all student perspectives were properly captured. **Feedback Provided:** **Academic Support Systems:** For LCAP Goal 1, Action 2, the Middle School Student Advisory Council recommended establishing a tutoring center to support students struggling with core subjects. Under Goal 1, Action 3, students suggested that teachers and the school provide stress toys and fidget toys to help with focus and anxiety management. They also requested more frequent brain breaks during instruction and a designated space where students could listen to music or read using headphones, creating a calm environment for academic support and mental wellness. **Cultural Representation and Inclusion:** Addressing LCAP Goal 3, Action 1, the Student Advisory Committee emphasized the need for more in-depth celebration of all cultural history months within classrooms, with particular attention to Women's History Month. They requested that all cultures be represented in classroom instruction across all subject areas, focusing on identity affirmation that helps students see themselves reflected in their educational experience. This feedback highlighted the students' desire for more comprehensive and meaningful cultural representation throughout their academic program. The 2025-26 LCAP was approved by the SAC for submission to the Goethe International Charter School (GICS).
Parent Advisory Committee (PAC)	**Dates:** • 11/19/24: PAC Training and calendar setting • 01/28/25: Officer elections and LCAP overview • 02/25/25: Assessment data review • 03/25/25: CAASPP testing discussion • 04/29/25: Communication improvements focus • 05/20/25: 2025-2026 LCAP input session • 06/02/25: LCAP approval

Educational Partner(s)	Process for Engagement
	Topics Discussed: The PAC reviewed the LCAP organization and goals, analyzed iReady benchmark assessment data across three testing periods, discussed the importance of CAASPP testing participation, and focused extensively on improving family-school communication. Additional discussions centered on student engagement strategies, attendance concerns, academic intervention needs, and the development and approval of the 2025-2026 LCAP. **Feedback Provided:** **Academic Performance and Assessment:** The PAC noted slightly lower reading scores compared to the previous year but recognized improvement across all student groups from Benchmark #1 to Benchmark #2. They highlighted above-average growth for English Learners and Special Education students while expressing concern about persistent achievement gaps between socio-economically disadvantaged and non-disadvantaged groups, as well as gaps among certain ethnic groups. **Communication System Improvements:** The committee emphasized the need for uniform, cohesive communication between families and teachers, requesting standardized communication templates across grade levels. They supported the implementation of a weekly consolidated newsletter, which has since begun with the newly hired Communications and Marketing Director. The PAC also requested clear delineation between teacher and room parent communications, monthly executive messages summarizing Board meetings and Executive Director goals and enhanced social media presence specifically targeting Middle School grades 6-8. **Middle School Focus Areas:** For Middle School students, the PAC requested clear communication about assessments including Study Sync and Illustrative Math, with better grade type delineation in PowerSchool. They suggested student work showcase events, more organized International Flair participation, volunteer hour requirements through California Scholarship Federation, after-school tutoring for ELA and Math, and the addition of an academic counselor position, which the school plans to address through a comprehensive School Counselor hire. **Attendance and Engagement Concerns:** The committee expressed significant concern about chronic absenteeism increasing to nearly 10% compared to 6% the previous year and 3% two years prior, with some students missing 20-30% of instructional time. They suggested visual attendance tracking, daily attendance updates, automated text messaging for absences, attendance awards, and clear communication about the importance of punctuality. For student engagement, they recommended additional community events showcasing student work, particularly for Middle School students, transition support from Middle School to High School, and renaming "Friendship Caring School SEL" to the broader "SEL and Well-being."

Educational Partner(s)	Process for Engagement
	The 2025-26 LCAP was approved by the PAC for submission to the Goethe International Charter School (GICS).
English Learner Advisory Committee (ELAC)	**Dates:** • 11/19: Training and responsibilities review • 01/21: LCAP overview presentation • 02/18: iReady data review and ELPAC reclassification discussion • 03/18: ELPAC data analysis and comprehensive needs assessment **Topics Discussed:** The ELAC reviewed their responsibilities and the English Learner Master Plan while establishing their annual calendar. The committee received a comprehensive overview of the LCAP structure including goals, measures, and actions. They analyzed iReady assessment data across multiple benchmarks specifically for English Learner students, reviewed the ELPAC reclassification process and criteria, and examined ELPAC data from 2023-2024. The committee also reviewed growth in math and reading as demonstrated through iReady assessments from Benchmark #1 to Benchmark #3 for the 2024-25 school year and conducted a comprehensive needs assessment for English Learners. **Feedback Provided:** The committee identified key areas for improving English Learner student preparation and academic support. They suggested increasing opportunities for students to prepare for assessments through consistent use of reading comprehension strategies in classroom instruction and more regular writing practice across all subject areas. The ELAC emphasized the need for more guided reading assignments to expand reading exposure and enhance vocabulary development for English Learner students. These recommendations focused on strengthening foundational literacy skills that would support both academic achievement and English language proficiency development.
English Learner Parent Advisory Committee (EL-PAC)	Goethe International Charter School does not currently meet the eligibility requirements to form an English Learner Parent Advisory Committee (EL-PAC).
Parents including those representing Unduplicated Pupils & Students with Disabilities	**Dates:** • April 2025: Parent survey **Topics Discussed:**

Educational Partner(s)	Process for Engagement
	Parents were surveyed to gather input on LCAP actions and metrics and to solicit feedback for the 2025-26 LCAP development process. The survey focused on evaluating various aspects of the school's programs, student engagement, and assessment systems. **Feedback Provided:** **Program Alignment and Student Development:** Parents expressed agreement that the school's program effectively matches their child's developmental needs, indicating satisfaction with the curriculum and instructional approaches being used across different grade levels. This feedback suggests that parents perceive the educational program as appropriately designed for their children's academic and social-emotional growth stages. **Student Engagement and School Culture:** Parents identified a high sense of belonging among students, noting that their children feel connected to the school community and valued as members of the student body. They also observed that students are motivated and engaged in their learning, demonstrating positive attitudes toward school and academic activities. **Assessment and Evaluation Systems:** Parents indicated agreement that the school's evaluation system is fair, showing confidence in how student progress is measured and reported. This feedback reflects parental trust in the school's assessment practices and grading policies, suggesting that families feel their children are being evaluated equitably and transparently.
SELPA Administrator	**Dates:** • 02/26/25: Comprehensive onsite District Validation Review • 04/24/25: LCAP goals review and follow-up inquiry **Topics Discussed:** SELPA conducted a comprehensive onsite visit for the District Validation Review, which included meetings with school leadership, classroom observations, consultations with the Special Education team, and direct observation of instruction involving Students with Disabilities. Following this visit, SELPA reviewed the proposed LCAP goals for 2025-26 that were submitted via email. **Feedback Provided:** During the comprehensive onsite review, SELPA evaluated the school's special education program implementation and compliance through direct observation and stakeholder meetings. After reviewing the 2025-26 LCAP goals, SELPA provided a follow-up question regarding measurement and assessment protocols. Specifically, they requested clarification on how the district would measure whether Students

Educational Partner(s)	Process for Engagement
	with Disabilities have achieved or made progress toward the stated goals, emphasizing the need for clear, measurable outcomes and progress monitoring systems for special education students within the LCAP framework.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The development of the adopted 2025-26 LCAP Goals, actions, and metrics was significantly shaped through comprehensive consultation with educational partners. The school actively sought input and feedback from these stakeholders to ensure their perspectives were incorporated as follows:

Goal 1: Academic Achievement and Student Support

Administrative feedback directly influenced Goal 1 actions through their identification of critical staffing needs. The administrators' recommendation for a full-time counselor position and additional intervention teacher is reflected in Actions 2 and 3, which establish dedicated intervention support and comprehensive social-emotional programming. Their emphasis on adopting the Multitudes reading difficulties screening program is incorporated into Action 1's comprehensive assessment framework.

Teacher input significantly shaped professional development priorities, with their requests for English Language Development training directly addressed in Action 4's systematic ELD programming and GLAD training components. The teachers' emphasis on needing additional intervention support reinforced the administrative recommendation and is reflected in Action 2's dedicated intervention teacher position.

Student Advisory Committee recommendations were extensively incorporated, particularly their suggestion for a tutoring center for struggling students, which is specifically included in Action 2. Their requests for stress toys, fidget toys, brain breaks, and designated quiet spaces are addressed in Action 3's student-centered environmental enhancements.

The Parent Advisory Committee's concerns about achievement gaps between student groups directly influenced the comprehensive approach taken in Actions 2 and 4, which specifically target support for English Learners and socioeconomically disadvantaged students. Their requests for after-school tutoring for ELA and Math are incorporated into Action 2's extended learning opportunities.

The English Learner Advisory Committee's recommendations for consistent reading comprehension strategies and regular writing practice are directly addressed in Action 4's systematic ELD curriculum implementation and GLAD training components.

Goal 2: Professional Development and Educator Support

Teacher feedback requesting increased relevant professional development opportunities directly shaped Action 2's comprehensive professional development program. Their requests for more administrative feedback on performance influenced the inclusion of specialized coaching services through the Development Teaching Coach and Development Administrator Coach positions.

Administrative input regarding the need for E.L. Achieve methodology training is specifically incorporated into Action 2's language development support components. Classified staff requests for Social-Emotional Learning support training and academic support strategies are addressed through Action 2's support staff development programs.

Goal 3: Parent Engagement and School Climate

The Parent Advisory Committee's extensive feedback on communication improvements directly influenced Action 3's comprehensive communication strategy. Their requests for uniform communication templates, weekly newsletters, and enhanced social media presence are specifically incorporated. Their suggestions for visual attendance tracking and automated messaging systems influenced Action 1's attendance support components.

Student feedback requesting more in-depth celebration of cultural history months and enhanced cultural representation is reflected in Action 1's school-wide engagement and cultural enrichment programming.

Classified staff requests for additional campus safety monitors and behavioral support strategies are addressed in Action 1's comprehensive safety framework, while their positive feedback on school climate reinforced the continuation of existing successful programs.

Several themes emerged across multiple educational partner groups that influenced the overall LCAP structure. The consistent emphasis on supporting English Learners from teachers, ELAC, and administrators resulted in the comprehensive ELD programming that spans multiple goals and actions. The universal concern about intervention needs from administrators, teachers, parents, and students led to the systematic intervention framework established in Goal 1, Action 2.

The SELPA administrator's emphasis on clear, measurable outcomes for Students with Disabilities influenced the comprehensive progress monitoring systems incorporated throughout Goal 1, particularly in Actions 1 and 5.

Responsive Modifications Based on Feedback

Parent feedback about chronic absenteeism concerns led to enhanced attendance support systems in Goal 1, Action 3. Student requests for academic and social-emotional support resulted in the comprehensive counseling and SEL programming outlined in Action 3. The consistent requests across stakeholder groups for enhanced communication systems resulted in the multi-platform communication approach detailed in Goal 3, Action 3.

This comprehensive integration of stakeholder feedback ensures that the 2025-26 LCAP reflects authentic community needs and priorities while maintaining alignment with the school's International Baccalaureate mission and compliance with state requirements. The resulting plan demonstrates genuine responsiveness to educational partner input while creating coherent, systematic approaches to addressing identified needs across all student populations.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Continue to build a cohesive and thriving International Baccalaureate and dual-immersion program that integrates an infrastructure for ongoing analysis and monitoring of local and state data including student achievement data used to measure program effectiveness and seamlessly provide integrated student supports to ensure equitable services for all students that supports academic excellence schoolwide.	Broad

State Priorities addressed by this goal.

Priority 4: Student Achievement

Priority 5: Student Engagement

Priority 6: School Climate

Priority 7: Course Access

Priority 8: Pupil Outcomes

An explanation of why the LEA has developed this goal.

Goethe International Charter School developed this goal to address achievement gaps identified through the 2024 California School Dashboard data and comprehensive stakeholder feedback, while maintaining the school's distinctive International Baccalaureate and dual-immersion mission. The 2024 CA School Dashboard revealed concerning performance declines across key student groups. Socioeconomically Disadvantaged students declined from YELLOW to ORANGE performance levels, with ELA Distance from Standard a decline from -3.7 to -23.4. English Learners experienced a decline from GREEN to ORANGE performance, moving from +17.4 to -8.1 Distance from Standard. Hispanic students also declined from YELLOW to ORANGE performance, indicating systemic challenges requiring comprehensive intervention.

Educational partners identified specific needs requiring attention. Teachers requested additional intervention support and professional development for English Language Development. The Parent Advisory Committee expressed concerns about achievement gaps and attendance challenges. Students recommended tutoring centers and stress-relief resources, while administrators identified needs for specialized staffing and systematic reading screening programs.

Supporting IB Mission and Ensuring Equity: As an International Baccalaureate World School with dual-immersion programming, GICS requires sophisticated support systems to help all students succeed in academically rigorous, multilingual environments. The goal ensures that the school's distinctive programming enhances rather than hinders student achievement, particularly for English Learners developing academic proficiency in multiple languages and students facing socioeconomic challenges.

Creating Systematic Infrastructure: This goal establishes essential infrastructure for ongoing program evaluation and improvement through comprehensive assessment systems, data analysis protocols, and integrated support services. By coordinating assessment, intervention, social-emotional support, English Learner services, special education support, and comprehensive programming, the goal ensures all students receive systematic support addressing their academic, linguistic, social-emotional, and developmental needs while preparing them to thrive in an increasingly global world.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
1	CAASPP ELA Assessment: Distance from Standard (DFS) Source: CA School Dashboard	2022-23 ELA CAASPP DFS All Students +39.4 Hispanic -4.7 White +69 Two or More Races +71.4 EL +17.4 SED -3.7	2023-24 ELA CAASPP DFS All Students +32.3 Hispanic -8.2 White +73.8 African American +4.5 Two or More Races +54.8 EL -8.1 SED -23.4		2023-24 ELA CAASPP DFS All Students +32.3 Hispanic -8.2 White +73.8 African American +4.5 Two or More Races +54.8 EL -8.1 SED -23.4	All Students: -7.1 Hispanic: -3.5 White: +4.8 African American: -14.4 Two or More Races: -16.6 EL: -25.5 SED: -19.7
2	CAASPP Math Assessment: Distance from Standard (DFS) Source: CA School Dashboard	2022-23 Math CAASPP DFS All Students +23.6 Hispanic -23.7 White +72.7 African American -22.2 Two or More Races +42 EL +4.1 SED -19	2023-24 Math CAASPP DFS All Students +16 Hispanic -28.4 White +57.6 African American -19 Two or More Races +43.4 EL +0.6 SED -38.4		2024-25 Math CAASPP DFS All Students +11 Hispanic -31 White +44 African American -5 Two or More Races +91 EL -25 SED -40	All Students: -7.6 Hispanic: -4.7 White: -15.1 African American: +3.2 Two or More Races: +1.4 EL: -3.5 SED: -19.4
3	CA Science Test (Points from Standard (PFS) Source: CA School Dashboard	2022-23: 56.34% Source: CAASPP	2023-24: 48.61% met or exceeded standards 2023-24: +0.8 PFS		2024-25: -1 PFS	-7.73% * Comparison 2022-23 vs 2023-24 (% met or exceeded standards
4	% EL who made progress towards	72.4%	2023-24: 65.6%		2024-25: 37.5%	-6.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
	English Language Proficiency Source: ELPI – CA School Dashboard	Source: 2023 Dashboard	Source: 2024 Dashboard			
5	% students English Language Proficiency for Summative ELPAC Source: ELPAC website	2022-23: 60.3%	2023-24: 46.94%		2024-25: 18% Proficient	-13.36%
6	Reclassification Rate Source: Dataquest	2022-23: 34.92%	2023-24: 42.9%		2024-25: 27%	+7.98%
7	Attendance Rate Source: CALPADS	2022-23: 95.6%	2023-24: 95.9%		2024-25: 95%	+0.3%
8	Chronic Absenteeism Rates Source: Dataquest	2022-23: Chronic Absenteeism Rate All Students 9.4% African American 14.9% Hispanic 18.4% White 2.9% Two or More Races 6.3% EL 10.8% SED 19.2% SWD 11.1%	2023-24: Chronic Absenteeism Rate All Students 7.6% African American 10.4% Hispanic 15.2% White 1.8% Two or More Races 6.5% EL 12.9% SED 19.0% SWD 11.8%		2024-25 Chronic Absenteeism Rate All Students 10.8% African American 8.8% Hispanic 23.9% White 4.6% Two or More Races 1.8% EL 10.9% SED 21.5% SWD 21.8%	All Students: -1.8% African American: -4.5% Hispanic: -3.2% White: -1.1% Two or More Races: +0.2% EL: +2.1% SED: -0.2% SWD: +0.7%
9	Middle School Dropout Rates Source: CALPADS	2022-23: 0%	2023-24: 0%		2024-25: 0%	0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
10	Suspension Rate Source: Dataquest	2022-23: Suspension Rate All Students 1.0% African American 4.2% Hispanic 0.0% White 0.0% Two or More Races 1.6% EL 1.5% SED 0.8% SWD 0.0%	2023-24: Suspension Rate All Students 1.8% African American 2.9% Hispanic 3.1% White 1.2% Two or More Races 0.0% EL 1.6% SED 2.5% SWD 0.0%		2024-25 Suspension Rate All Students 1.2% African American 2.0% Hispanic 2.3% White 1.0% Two or More Races 1.0% EL 1.2% SED 1.6% SWD 1.2%	All Students: +0.8% African American: -1.3% Hispanic: +3.1% White: +1.2% Two or More Races: -1.6% EL: +0.1% SED: +1.7% SWD: 0%
11	Expulsion Rate Source: Dataquest	2022-23:0%	2023-24: 0%		2024-25: 0%	0%
12	% students participating in elective course or enrichment. Source: Master Schedule CALPADS	2022-23: 95%	2024-25: 100%		2025-26: 100%	+5%
13	% students participating in in all 5 Components of the Physical Fitness Test (PFT): Grade 5 Source: SARC	2022-23:100%	2023-24: 99%		2024-25: 100%	-1%
14	% students participating in in all 5 Components of the Physical Fitness Test (PFT): Grade 7 Source: SARC	2022-23: 95%	2023-24: 100%		2024-25: 100%	+5%

NOTE: Goethe International Charter School currently serves grades TK-8, therefore the following CDE LCAP required metrics do not apply:

- Priority 4:
  - % of pupils who complete courses that satisfy UC A-G
  - % of pupils who complete CTE course from approved pathways
  - % of pupils who have completed both A-G & CTE
  - % of pupils who pass AP exams with a score of 3 or higher.
  - % of pupils prepared for college by the EAP (gr 11 SBAC)
- Priority 5:
  - High School dropout rate
  - High School graduation rates

Goal Analysis for 2024-25

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Action 1: Goethe International Charter School has successfully implemented multiple assessment types throughout the 2024-2025 school year: All assessments were administered as planned. There were no substantive differences.

Action 2: This action was partially implemented. Transitional Kindergarten (TK) now has a German-speaking co-teacher (non-credentialed) supporting instruction. First and second grade teachers have piloted the Really Great Reading program to assess and provide targeted phonics instruction. A part-time intervention teacher works with students performing below grade level standards based on iReady assessment results. This includes Tier 2 students (one grade level below) and Tier 3 students (two or more grade levels below). PearDeck online tutoring has been set up, but student participation has not yet begun. The Raz Kids and Reading A-Z programs have been discontinued as the Really Great Reading program has proven effective, eliminating the need for these additional resources.

In Middle School, Advisory classes now meet twice weekly and serve as dedicated time for SEL Tier instruction using our BeGoodPeople curriculum. The former WIN period has been renamed to AVID to emphasize organizational skills instruction and academic intervention.

GICS has offered enrichment camps in August 2024, December 2024, and March, April and June 2025. These camps combine sports activities, art, SEL, and instructional topics (STEM, creative writing) and are available to students across all grade levels.

Action 3: This action was partially implemented. GICS has not hired a Counselor this school year due to budgetary constraints.

On January 21, 2025, GICS hired an Assistant School Social Worker to teach SEL lessons in elementary grades. Working under the guidance of the Assistant Principal and SEL consultant, and with classroom teacher supervision, this staff member delivers Tier 1 SEL lessons in Elementary and provides Tier 2 SEL support to students with social or emotional needs across all grade levels.

The SEL team includes the Assistant School Social Worker, SEL consultant, and Assistant Principal. The SEL consultant provides schoolwide interventions, small group support, and individual interventions across the school.

In Middle School, teachers implement the BeGood People curriculum during Advisory classes, which meet twice weekly. Teachers enhance these lessons with meditation, projects, and supplementary materials.

In Elementary School, homeroom teachers continue to use the Caring School Community program and have begun implementing the BeGood People curriculum with their classes.

Middle School students have participated in NAMI "Ending the Silence" presentations, which help youth recognize warning signs of mental health conditions and learn appropriate response steps for themselves or others.

GICS addresses chronic absenteeism through family notification letters and follow-up phone calls. Panorama surveys were administered in May to gather end-of-year feedback. Age-appropriate versions are provided to students in grades 3-5 and 6-8, with separate surveys for families, teachers, staff, and administration.

Action 4: This action was partially implemented. GICS has initiated a three-year rollout of the E.L. Achieve curriculum for Designated ELD instruction, replacing our previous focus on GLAD strategies training. This year, we purchased the curriculum for kindergarten, first grade, and grades 5-6. The program provides teachers with comprehensive units, lessons, and assessments aligned with students' ELPAC language levels (Emergent, Expanding, Bridging, and Well Developed). We also use BrainPOP ELL as a supplemental evidence-based intervention program.

The ELD coordinator has arranged training for the first group of teachers implementing the E.L. Achieve curriculum. This training consists of five full days spread between February and May.

All elementary and middle school grade levels now have designated times for small group ELD instruction. Additionally, in middle school, we have implemented small group pull-out Designated ELD instruction specifically for

Action 5: This action was fully implemented. Implementation of special education services has been consistent, with a structured approach focused on data-driven instruction, professional development, and specialized student support.

The Special Education Team (Principal, Assistant Principal, and Resource Specialist Program Teachers) works collaboratively to maintain IEP compliance.

Teachers participate in ongoing professional development to implement effective accommodations. Staff surveys and observations help refine these training sessions.

Some implementation differences have emerged in service delivery and staff training. Coordinating external service providers has presented logistical challenges, including scheduling conflicts for testing and communication gaps when providers cannot deliver services due to illness.

As GICS transitions toward in-house service coordination, administrative processes have been adjusted to maintain service continuity. This includes providing RSP teachers with ongoing training in special education coordination elements.

Action 6: This action was fully implemented. This year, GICS has implemented a fourth language proficiency level for both Spanish and German instruction. Students are now placed in language classes based on proficiency rather than grade level. For students entering GICS in middle school, placement is determined by an assessment test.

The four proficiency phases are: Beginner; Intermediate; Advanced; and Native Speakers. This expanded structure has increased student motivation and reduced teachers' need to differentiate within each language phase. GICS has also reduced reliance on external organizations for Exploratory classes. Visual Arts, Performing Arts, Design, and Product Design classes are now primarily taught by GICS middle school teachers.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal #1: Material Differences Between Budgeted and Estimated Actual Expenditures

Goal 1, Action 2 - Expanded Learning Opportunities and Instructional Support: The school experienced a substantial increase in spending on the Expanded Learning Opportunities Program (ELOP) beyond the originally budgeted amount. This increase was necessary to adequately address identified student needs that emerged during the school year. Additionally, expenditures exceeded the budget due to an increase in the number of Instructional Aides hired to provide Tier 1 support during the instructional day. These additional personnel were essential to ensure appropriate student-to-staff ratios and provide the level of academic support required for student success during regular instruction time.

Goal 1, Action 4 - Professional Development: The estimated actual expenditures for this action were significantly lower than budgeted due to the cancellation of planned GLAD (Guided Language Acquisition Design) training. This training did not take place as originally scheduled, resulting in a decrease in actual spending compared to the budgeted allocation for professional development activities. The funds allocated for this training remained unused during the reporting period.

These material differences reflect the school's responsive approach to addressing emerging student needs through increased support services while also demonstrating fiscal responsibility when planned activities did not occur as scheduled.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Action 1: This action was moderately to highly effective in achieving its purpose of measuring student progress and informing instruction. The assessment system successfully identifies learning gaps; tracks progress and provides actionable data for targeted instruction. The strong correlation between benchmark and state assessments validates system reliability, while documented student growth demonstrates the assessments are serving their intended purpose of monitoring program effectiveness.

The identified challenges are primarily implementation and resource-related rather than fundamental flaws in the assessment approach. With continued refinement, particularly addressing technology needs and hiring an intervention teacher for 2025-26, this action will become increasingly effective in supporting the overall goal.

Strong Predictive Value: The iReady assessments have proven to be "a good predictor of CAASPP results," demonstrating strong alignment between benchmark and state assessment outcomes. Reading results show 67% of students met or exceeded standards on iReady compared to 65% on CAASPP, while math results show 61% meeting or exceeding on iReady compared to 58% on CAASPP.

Demonstrated Student Growth: Meaningful improvement occurred between iReady Assessment #1 and #2, with students performing on or above grade level increasing from 30% to 43% in Math and from 41% to 51% in Reading. Students performing two or more grade levels below standard decreased from 19% to 13% in Math and from 22% to 14% in Reading.

Successful Implementation: Multiple assessment types are being administered as planned, including CAASPP, CAST, iReady, Envision Math, and Study Sync assessments. German DSD assessments have been successfully implemented in Middle School, and iReady MyPath has been implemented with fidelity across all middle school grade levels.

Action 2: This action was moderately effective but significantly constrained by implementation challenges. While the data shows positive student growth across all groups, the school's own analysis indicates that "current intervention is not sufficient nor efficient enough." Achievement gaps persist between student groups, and the over-reliance on digital platforms rather than human-delivered intervention limits the action's effectiveness.

The core challenge lies in inadequate staffing to deliver the intensive, personalized intervention needed to accelerate learning for struggling students. The school has appropriately identified the need to hire a dedicated intervention teacher for 2025-26, which should significantly improve this action's effectiveness. With proper staffing and more targeted implementation of intervention strategies, this action has strong potential to achieve its goals of closing achievement gaps and ensuring students reach grade-level mastery.

Positive Student Growth: All student groups are showing growth between iReady Assessment #1 and #2, with meaningful improvements in grade-level performance. Students performing on or above grade level increased from 30% to 43% in Math and from 41% to 51% in Reading. Additionally, students performing two or more grade levels below standard decreased from 19% to 13% in Math and from 22% to 14% in Reading.

Successful Program Elements: The Really Great Reading program has been successfully piloted in 1st and 2nd grade for phonics instruction, providing targeted support for foundational skills. The TK dual-immersion program has been enhanced with a German-speaking co-teacher, supporting the school's language immersion goals. Extended learning opportunities through camps have been consistently offered across multiple sessions throughout the year.

Action 3: This action was **moderately effective** with strong potential for greater impact as systems mature. The most significant success is the Assistant Social Worker's role in providing integrated student support, which directly addresses a core need since "students who are struggling socially or emotionally are often not ready for academic learning." Her support helps students cope and return to the classroom more prepared to learn.

The action demonstrates understanding of the critical connection between social-emotional well-being and academic readiness. However, effectiveness is currently limited by insufficient staffing levels, inconsistent implementation across grade levels, and the challenge of balancing

multiple competing priorities. The planned Panorama survey administration in May will provide valuable data for future planning, though end-of-year timing typically results in lower participation rates.

With continued development of the SEL team, more consistent curriculum implementation, and sustained focus on the successful elements like the Assistant Social Worker program and NAMI presentations, this action has strong potential to significantly impact student well-being and academic readiness.

Successful Student Support Systems: The recently hired Assistant School Social Worker has quickly established herself as an accessible resource, with students actively approaching her when experiencing social or emotional needs. This consistent availability and dedicated focus on well-being has created a comfort level that enables students to seek support proactively.

Effective Mental Health Programming: The NAMI presentations in Middle School have proven highly effective, helping students understand mental health conditions and recognize warning signs in themselves and peers. The program's success is evidenced by students stepping forward to share concerns about other students, demonstrating increased awareness and peer support.

Curriculum Implementation Progress: The BeGood People curriculum has been successfully implemented in Middle School Advisory classes twice weekly, with teachers augmenting lessons with meditation, projects, and auxiliary materials. Elementary schools have continued utilizing Caring School Community and begun implementing BeGood People curriculum.

Action 4: This action was highly effective based on measurable student outcomes, demonstrating that the strategic focus on strengthening EL programs and services is producing substantial results. The data showing English Learners significantly outperforming the overall school population in both reading and math growth represents compelling evidence of program effectiveness.

The school's decision to prioritize comprehensive curriculum adoption over broader training initiatives appears well-founded given the strong student outcomes. Teachers who have received training are beginning to adopt the new curriculum and "notice the benefits of the ready to go curriculum." The combination of designated and integrated ELD instruction, supported by evidence-based supplemental programs, creates a robust framework for English Learner success.

While implementation challenges remain, particularly around ensuring fidelity across all grade levels, the exceptional student growth data indicates that the core elements of this action are highly effective in accelerating English Learner achievement and supporting the overall goal of ensuring equitable services for all students.

Exceptional Student Growth: English Learners have demonstrated remarkable progress, showing 90% growth towards their Annual Typical Growth in Reading between Assessment #1 and #2, substantially exceeding the schoolwide growth of 57%. In Math, English Learners achieved 57% growth towards their Annual Typical Growth, again surpassing the schoolwide performance of 43%. This data indicates that the combined ELD efforts are highly effective in accelerating English Learner achievement.

Strategic Curriculum Implementation: The school successfully pivoted from the originally planned GLAD training to implement a more comprehensive solution through the E.L. Achieve curriculum for grades K, 1, and 5-6. This represents the first year of a strategic 3-year rollout designed to provide teachers with ready-to-use units, lessons, and assessments aligned to students' ELPAC language levels (Emergent, Expanding, Bridging, Well Developed).

Comprehensive Support Structure: The program includes both designated ELD instruction across all grade levels and targeted small group pull-out instruction for ELPAC levels 1 and 2 students in Middle School. BrainPOP ELL has been successfully integrated as supplemental evidence-based intervention, providing additional support for language acquisition.

Action 5: This action was highly effective in achieving its primary goals of supporting Students with Disabilities through comprehensive systems and collaborative approaches. The achievement of perfect compliance demonstrates strong administrative systems, while the enhanced collaboration between SPED and general education staff indicates meaningful progress toward inclusive practices.

The action's strength lies in its systematic approach to monitoring and supporting student needs while building teacher capacity. The "green folder" system exemplifies effective practical solutions that bridge the gap between IEP requirements and classroom implementation. The focus on data-driven instruction using both CAASPP and iReady results provides teachers with actionable information for supporting student growth.

While service coordination challenges and varying levels of teacher implementation present ongoing areas for improvement, these represent typical challenges in special education service delivery rather than fundamental program flaws. The school's recognition of these challenges and proactive approach to addressing them through continued professional development and system refinement indicates strong potential for sustained effectiveness. The transition toward bringing service coordination in-house should help address some of the external provider challenges while maintaining the strong compliance and collaboration systems already established.

Strong Compliance and Monitoring Systems: The Special Education Team has achieved "perfect compliance through regular monitoring of IEPs, service minutes, etc." through systematic use of tools like the Welligent Master Calendar and 300 Report. This structured approach ensures legal compliance while maintaining focus on student outcomes.

Enhanced Collaboration and Teacher Support: The team has significantly improved cross-departmental collaboration by creating IEP "snapshots" in "green folders" for each teacher, providing at-a-glance access to student accommodations and needs. This has increased teacher awareness and understanding of accommodations, leading to more inclusive classroom practices, better student engagement, and improved collaboration between general education teachers, instructional assistants, and SPED staff.

Improved Data-Driven Instruction: The systematic use of CAASPP and iReady results has enhanced the ability to identify specific areas of strength and growth for Students with Disabilities. Teachers are becoming more aware of student needs and have greater access to resources for implementing accommodations and modifications effectively.

Comprehensive Professional Development: Staff training has been robust, including beginning-of-year SPED training for all teaching staff, ongoing check-ins throughout the year, and specialized training such as Non-Violent Crisis Intervention certification. This has resulted in stronger advocacy for students with disabilities and more effective implementation of individualized supports.

Action 6: This action was highly effective in achieving its goal of providing a comprehensive, globally focused education that prepares students for success in an interconnected world. The language programs represent a standout success, with the four-level proficiency system addressing diverse student needs while maintaining high academic standards.

The action successfully balances breadth and depth of programming despite significant logistical challenges. The strategic decision to bring specialized programming in-house demonstrates effective resource management while maintaining program quality. Students are clearly benefiting from the comprehensive course offerings, developing both academic knowledge and essential 21st-century skills.

While scheduling and enrollment challenges persist, these are largely inherent to operating a small school with ambitious programming goals rather than fundamental flaws in the action's design. The school's ability to maintain such a diverse course offering while achieving strong student outcomes demonstrates the effectiveness of this comprehensive approach to education. The focus on multilingualism and cultural competency particularly aligns with the school's International Baccalaureate mission and prepares students for success in an increasingly global society.

Innovative Language Program Enhancement: The implementation of a fourth language proficiency level for Spanish and German represents a significant improvement in meeting diverse student needs. Students are now placed by proficiency rather than grade level, which has increased motivation and reduced the need for extensive differentiation within language phases. The four-level system (Beginner, Intermediate, Advanced, and Native Speakers) allows for more targeted instruction and appropriate academic challenge.

Academic Excellence and Global Preparation: Students in Phase 4 are successfully participating in the DSD 1 German proficiency exam, demonstrating advanced language competency. Spanish novel studies have generated high student interest and engagement. The comprehensive language program develops cultural awareness and respect for other cultures, preparing students to become global citizens with multilingual communication skills.

Cost-Effective In-House Programming: The strategic shift to using in-house staff for Visual Arts, Performing Arts, Design, and Product Design classes has "greatly reduced cost and scheduling challenges" while maintaining program quality. This approach provides greater control over curriculum alignment and scheduling flexibility.

21st Century Skills Development: Students are developing essential skills including collaboration, communication in multiple languages, problem-solving, and digital competencies. The broad course of study successfully creates "well rounded and well-adjusted students" who can apply and deepen knowledge across multiple domains.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Goal Statement: No changes were made to the planned goal for the coming year. The goal continues to focus on building a cohesive and thriving International Baccalaureate and dual-immersion program that integrates ongoing analysis and monitoring of local and state data to measure program effectiveness and provide integrated student supports ensuring equitable services for all students. GICS will continue to develop a one-year LCAP based on feedback from our educational partners and allows for the school to revise/modify metrics based on school/student needs.

Metric Changes: One metric modification has been implemented based on current California School Dashboard reporting standards. The CA Science Test (CAST) metric will be changed from percentage of students meeting or exceeding standards to Points from Standard (PFS) format, aligning with how this data is now reported on the CA School Dashboard. This change ensures consistency with state reporting mechanisms while maintaining the ability to track student science achievement progress over time.

Target Outcomes: No changes were made to target outcomes for the existing metrics. The school will establish appropriate PFS targets for the CAST metric once baseline data is available in the new format.

Actions: No substantive changes were made to the planned actions for Goal 1. The six actions continue to address the comprehensive needs identified through engagement from our educational partners and data analysis:

These actions remain aligned with the identified needs from the comprehensive needs assessment and stakeholder feedback, demonstrating that the current approach effectively addresses the school's priorities for supporting all students' academic achievement and growth.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1	MEASURING STUDENT PROGRESS – ASSESSMENTS	Goethe International Charter School (GICS) will administer multiple types of assessments to monitor student academic progress, identify individual strengths and areas for growth, inform instructional modifications, provide targeted academic interventions, and ensure continuous academic challenge for each student. **State-Mandated Assessments:** • California Assessment of Student Performance and Progress (CAASPP) • English Language Proficiency Assessments for California (ELPAC) • California Science Test (CAST) • Physical Fitness Test (PFT) **Comprehensive Academic Assessments:** • iReady ELA & Math assessments (K-8): Administered three times annually (Title I Funded: $20,350) • Envision Math assessments (K-5) • Illustrative Math assessments (6-8) **Language Arts and Literacy:** • Really Great Reading assessments (K-5) • StudySync assessments (6-8)	$20,350	N

Action #	Title	Description	Total Funds	Contributing

		• Multitudes Reading Screening Tool by UCSF - Bridging Science and Education (K-2)
		World Language Proficiency:
		• German Language Proficiency Assessments using DSD A1/A2/B1 framework:
		  o Grades 3-5: Immersion and acquisition programs
		  o Grades 6-8: German language courses
		• Spanish Language Proficiency Assessments using A1/A2/B1 framework (Middle School):
		  o Potential collaboration with Instituto Cervantes (Spain) or comparable international organization
		Primary Assessment Platform: iReady
		The State Board of Education (SBE) has approved Curriculum Associates' iReady as a verified data source for student assessment. iReady serves as our comprehensive assessment and instructional platform, providing educators with essential resources to support all students' academic success.
		This comprehensive assessment approach ensures continuous monitoring of student progress while providing the data necessary to inform instructional decisions and support each student's academic journey.		

2	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	To address learning loss and accelerate student achievement, Goethe International Charter School will implement comprehensive interventions and support services designed to close achievement gaps and ensure all students progress toward grade-level mastery and beyond. **Tiered Intervention Support** At the elementary level (TK-5), Instructional Assistants will provide Tier 1 intervention support for students experiencing challenges in English Language Arts and Mathematics within lower elementary classrooms (TK-1st grade). Additionally, a dedicated intervention teacher will deliver both	$413,625	Y

Action #	Title	Description	Total Funds	Contributing
		pull-out and push-in support services to meet diverse student needs across elementary grades. The middle school program (6-8) is undergoing systematic transformation to enhance academic rigor and specialization. This includes restructuring toward Single Subject Credentialed teachers, transitioning from Multiple Subject Credentialed positions to ensure highly specialized instructional expertise in core academic areas. To challenge high-achieving students, the school will implement an accelerated Mathematics track beginning in 6th grade, supported by a preparatory Mathematics summer bridge course for students entering the accelerated track. This summer program will provide foundational skills and confidence-building opportunities. In response to recommendations from the Middle School Student Advisory Council, the school will establish a peer tutoring center offering academic support for core subjects. **Evidence-Based Digital Learning Platforms** During the instructional day, students will access supplemental online platforms designed to accelerate learning. The iReady Learning Platform serves as a comprehensive assessment and personalized instruction system for grades K-8, while the Really Great Reading Program provides targeted literacy intervention and enrichment for students in grades TK-5. **Extended Learning Opportunities** Afterschool programming will provide academic and social enrichment opportunities that extend the learning day beyond regular school hours. Intersession Camps, funded through the Expanded Learning Opportunities Program (ELO-P) grant, will offer 30 additional instructional days beyond the regular school calendar for students in grades TK-8. These camps will include comprehensive support addressing academic, physical, and emotional student needs through academic reinforcement and acceleration, physical education and wellness activities, and social-emotional learning development. Summer programming will provide extended academic and enrichment opportunities during summer months, ensuring continued learning momentum and preventing summer learning loss across all grade levels.		

Action #	Title	Description	Total Funds	Contributing
		Implementation Goals This multi-faceted approach ensures that every student receives appropriate academic challenge and support, while systematically addressing learning gaps and accelerating progress toward grade-level proficiency and advanced achievement.		
3	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	Goethe International Charter School recognizes that students' social-emotional well-being is fundamental to their academic success and overall development. The school will implement a comprehensive approach to support students' behavioral and mental health needs across all grade levels. **Staffing and Support Structure** The school counselor will collaborate closely with the SEL consultant (Title I Funded: $16,000) and both elementary and middle school principals to provide coordinated social-emotional learning and behavioral support for students. A dedicated counselor position will be established to deliver Tier 2 and Tier 3 interventions specifically for middle school grades, while also providing mental health support services for elementary students. This multi-tiered approach ensures that students receive appropriate levels of intervention based on their individual needs. **Professional Development and Staff Capacity Building** GICS will provide comprehensive professional development for all staff focusing on effective classroom management strategies. This training will equip educators with evidence-based approaches to address both student behavioral challenges and academic obstacles, creating more supportive learning environments across all classrooms. **Middle School Social-Emotional Learning Program** The middle school will implement two advisory classes per week for each grade level, creating structured opportunities for social-emotional skill development and community building. During the first two weeks of each school year, students will participate in daily SEL lessons specifically designed to establish a positive and supportive school culture. The	$206,009	Y

Action #	Title	Description	Total Funds	Contributing
		program will utilize multiple evidence-based curricula including Sanford Harmony for grades K-6, Be Good People for grades 7-8, and Common Sense Media's Digital Citizenship curriculum for grades 6-8. These programs will be delivered by existing middle school staff as the school transitions to departmentalization, with instruction provided by teachers who work with students in core subjects or exploratory courses. **Elementary School Social-Emotional Learning Program** Elementary students will benefit from the Caring School Community and Sanford Harmony curricula, delivered by core classroom teachers. An Assistant Social Worker will provide additional support by pushing into classrooms to teach specialized SEL lessons, ensuring that students receive both integrated and targeted social-emotional instruction. **Student-Centered Environmental Enhancements** In response to recommendations from the Student Advisory Council, the school will provide stress-relief tools including fidget toys, increase the frequency of brain breaks during instruction, and establish dedicated spaces where students can listen to music or engage in quiet reading activities. These enhancements reflect the school's commitment to creating a responsive learning environment that addresses student-identified needs. **Attendance Support and Family Engagement** The leadership team will monitor daily attendance through comprehensive reporting systems and utilize the Unified Insights portal to track attendance patterns, absences, and potential truancy concerns. The school will maintain ongoing communication with families and students about the critical importance of daily attendance to reduce chronic absenteeism rates. Recognizing the diverse linguistic needs of the school community, interpreter services will be utilized to communicate with Spanish-speaking families about attendance expectations and to identify and address barriers to regular school attendance. All correspondence sent to families will be translated into Spanish to ensure effective communication. **Universal Screening and Data-Driven Support**		

Action #	Title	Description	Total Funds	Contributing
		Panorama surveys will serve as the school's universal SEL screener, providing comprehensive assessment of school climate, student connectedness, and individual social-emotional learning needs. This research-based platform, recognized as evidence-based by the Every Student Succeeds Act (ESSA), integrates social-emotional learning assessment with multi-tiered systems of support and response to intervention frameworks. The surveys provide school leaders with visual dashboard reporting that enables data interpretation and immediate action to improve student outcomes. Additionally, Panorama surveys will be utilized to assess and support educator and staff well-being and social-emotional capacity, ensuring that the adults in the school community are equipped to effectively support student needs. **Resource Implementation** All SEL curricula and programs are provided at no additional cost to the school, ensuring sustainable implementation across all grade levels. The integration of these programs into existing instructional frameworks maximizes resource efficiency while providing comprehensive social-emotional support for all students.		
4	STRENGTHENING EL PROGRAM & SERVICES	Goethe International Charter School (GICS) is committed to providing comprehensive English Language Development (ELD) services that support all English Learners in achieving academic success while maintaining their cultural and linguistic identities. The school implements both designated and integrated ELD instruction to ensure systematic language acquisition support across all academic areas. **Comprehensive ELD Instruction Model** GICS's ELD program operates through a dual-approach framework that addresses both explicit language instruction and content-integrated language development. Designated ELD instruction is delivered through the newly adopted E.L. Achieve curriculum, which provides structured, systematic language learning opportunities. This instruction occurs in small group settings where English Learners are grouped according to	$22,990	N

Action #	Title	Description	Total Funds	Contributing
		similar ELPAC proficiency levels, allowing for targeted instruction that meets students at their current language development stage. To complement designated instruction, teachers implement integrated ELD strategies throughout all subject areas using Guided Language Acquisition by Design (GLAD) methodologies. These evidence-based strategies are supplemented with differentiated reading materials and additional resources that support language acquisition while students engage with grade-level academic content. **Supplemental Support and Intervention** English Learners receive prioritized access to additional language support through multiple avenues. BrainPOP ELL serves as a supplemental evidence-based intervention program that provides interactive, engaging language learning opportunities aligned with students' proficiency levels. Additionally, English Learners are prioritized for language support and tutoring services through the Expanded Learning Opportunities Program (ELOP), ensuring they receive extended learning time to accelerate both language acquisition and academic achievement. **Professional Development and Capacity Building** The Special Populations Administrator will facilitate comprehensive professional development to ensure all teachers are equipped with effective strategies for supporting English Learner language acquisition. Professional development will include specialized training on the E.L. Achieve curriculum to ensure consistent, high-quality designated ELD instruction across all classrooms. Teachers will participate in Guided Language Acquisition by Design (GLAD) training, gaining expertise in effective integrated ELD strategies that can be seamlessly embedded within content instruction. Additional professional development will focus on implementing tiered small group instruction methodologies that support differentiated language acquisition based on individual student needs and proficiency levels. Teachers will also receive training in analyzing Summative ELPAC assessment data to inform instructional planning and ensure that ELD instruction is responsive to student progress and areas of need.		

Action #	Title	Description	Total Funds	Contributing
		Data-Driven Instruction and Monitoring The program emphasizes continuous assessment and data analysis to ensure student progress and program effectiveness. Teachers will regularly analyze ELPAC assessment results to adjust instruction, identify students requiring additional support, and celebrate language acquisition milestones. This data-driven approach ensures that ELD services remain responsive to student needs and aligned with language development goals. Through this comprehensive approach, Goethe International Charter School ensures that all English Learners receive the targeted support necessary to develop academic English proficiency while accessing grade-level content across all subject areas.		
5	SERVICES TO SUPPORT SWD	Goethe International Charter School (GICS) is part of the LAUSD Special Education Local Plan Area as an **Option 3** school. Our goal for special education is to decrease the achievement gap on CAASPP results for students with exceptional needs. Teachers make use of CAASPP and iReady student results to identify areas of strength and for growth. Student groups, such as Students with Disabilities, are the ongoing focus of data analysis. The Special Education Team at GICS includes the Special Populations Administrator and two Resource Specialist Program Teachers. The team is responsible for developing assessment plans, conducting initial, annual and triennial IEP's and the ongoing monitoring of service minutes and appropriate program placement for students. During their weekly meetings, the SPED Team reviews the Welligent Master Calendar and 300 Service Delivery Report. The Special Education Team provides ongoing annual training for the GICS staff for working with students with special needs. This training is conducted on PD days at the start of the year and at various staff meetings during the year and includes topics such as the IEP process, Child Find, writing present levels of performance, interpreting an IEP Snapshot, iReady data analysis, developing effective accommodations for students,	$743,338	N

Action #	Title	Description	Total Funds	Contributing
		understanding different types of disabilities, culturally responsive practices, and positive behavior support. The Special Education Team participates in training and webinars (e.g. Welligent training via LAUSD's MyPLN, or webinars offered by law firms like Procopio or YM&C) to stay up to date on any Special Education laws, regulations and requirements. The RSP Teachers provide instructional services for students on their caseload in both push-in and pull-out modes. They collaborate in weekly meetings to discuss student progress, implementation of accommodations, how to better support teachers, and other IEP-related matters to ensure compliance and student success. Their collaboration fosters a consistent and supportive learning environment across general education and special education settings. In addition to the RSP Teachers, GICS also has in-house Behavior Intervention Implementation Specialists. Other services for students are contracted through agencies like Total Education Solutions, SLEA Therapies, and others for Speech and Language Services, Occupational Therapy, Behavior Intervention Development, Counseling and/or other needs as appropriate to each student's IEP. Progress towards goals is monitored consistently throughout the year. All service providers provide progress updates on Welligent 3-4x/year and SPED progress reports are sent home to families with reports cards at the end of each semester. RSP teachers are constantly monitoring progress through performance-based assessments and teachers monitor progress through their internal formal and informal class assessments. After benchmark assessments such as iReady, RSP teachers meet with classroom teachers to review performance of SWD.		
6	BROAD COURSE OF STUDY	Goethe International Charter School is committed to providing all students with a comprehensive educational experience that extends well beyond core academic subjects. While maintaining excellence in English Language Arts, Mathematics, Science, Social Studies, and Physical Education, the school offers an enriched curriculum designed to develop	$291,631	N

Action #	Title	Description	Total Funds	Contributing
		well-rounded learners with diverse skills, interests, and cultural competencies. **World Language and Cultural Education** As an international charter school, GICS provides robust world language instruction that reflects the school's commitment to global citizenship and multicultural understanding. Students engage in German language immersion and acquisition programs that develop both linguistic proficiency and cultural awareness. The school's international focus prepares students to participate meaningfully in an increasingly interconnected world. **Elementary Enrichment Program** Elementary students participate in a variety of enrichment activities that complement their core academic instruction. These experiences foster creativity, critical thinking, and collaborative skills while allowing students to explore personal interests and discover new talents. The elementary program integrates arts, technology, and hands-on learning experiences that support the development of the whole child. **Middle School Exploratory Program** The middle school program features a streamlined exploratory curriculum designed to provide students with meaningful exposure to diverse fields of study. Students participate in Visual Arts instruction that develops creative expression, aesthetic appreciation, and technical skills across various media and techniques. Coding courses introduce students to computational thinking, programming concepts, and digital problem-solving skills essential for success in the modern economy. Performing Arts instruction encompasses multiple disciplines that build confidence, creativity, and collaborative skills while providing students with opportunities for artistic expression and cultural appreciation. Product Design courses engage students in hands-on learning experiences that integrate engineering design principles, creative problem-solving, and practical application of academic concepts. **Integration with Core Academics**		

Action #	Title	Description	Total Funds	Contributing
		The broad course of study is designed to complement and enhance core academic learning rather than operate in isolation. Exploratory and enrichment courses provide authentic contexts for applying mathematical concepts, developing communication skills, exploring scientific principles, and understanding cultural and historical connections. This integrated approach ensures that students see the relevance and interconnectedness of their learning across all subject areas. **Preparation for Future Learning** Through this comprehensive course of study, students develop the critical thinking skills, creative abilities, cultural competencies, and collaborative capacities necessary for success in high school and beyond. The program cultivates students who are not only academically prepared but also culturally aware, creatively engaged, and ready to contribute meaningfully to their communities and the global society.		

Goal

Goal #	Description	Type of Goal
2	Provide educators and instructional support staff with robust professional learning opportunities to include the CA academic standards and in alignment with IB Programme standards that encompasses relevant learning experiences, and instructional coaching to build growth, capacity, expertise and educator retention.	Broad

State Priorities addressed by this goal.

Priority 1: Basic

Priority 2: Implementation of the State Standards

An explanation of why the LEA has developed this goal.

Goethe International Charter School developed this goal to ensure all students receive high-quality instruction from appropriately credentialed educators equipped to implement the school's rigorous International Baccalaureate and dual-immersion programs effectively.

As an International Baccalaureate World School offering dual-immersion education, GICS requires educators with specialized knowledge beyond traditional credentials. Teachers must implement IB frameworks, deliver multilingual instruction, and support diverse learners including English Learners and Students with Disabilities. This goal ensures educators receive professional development to meet these complex demands.

Educational partners identified critical needs: teachers requested training in English Language Development and special education strategies; administrators emphasized systematic professional learning; classified staff requested Social-Emotional Learning and intervention training. This goal addresses these identified capacity-building needs.

The goal ensures all students access standards-aligned materials and receive instruction meeting California Academic Standards and International Baccalaureate requirements. By providing educators with appropriate training and resources, the school maintains consistent implementation of rigorous standards while preserving its specialized educational focus.

This goal creates infrastructure for ongoing educator growth through professional development, collaborative planning, instructional coaching, and specialized coordination roles, ensuring continuous improvement and excellent instruction regardless of staffing changes or program evolution.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
15	% teachers – fully credentialed &	2021-22: 89.8%	2022-23: 72.1%		2023-24:93.1%	17.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
	appropriately assigned. Source: CDE TAMO					
16	% students with access to standards-aligned materials. Source: Textbook Inventory/classroom observations	2023-24: 100%	2024-25: 100%		2025-26: 100%	0%
17	Implementation of the State Academic content & performance standards for all students & enable ELs access. Rating Scale: 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 - Full Implementation & Sustainability Source: Priority 2 Self Reflection Tool - Local Indicator CA School Dashboard)	2023-24 ELA: 5 ELD: 5 Math: 5 Social Science: 5 Science: 5 CTE: NA Health: 5 PE: 5 VAPA: 5 World Language: 5	2024-25 ELA: 5 ELD: 5 Math: 5 Social Science: 5 Science: 5 CTE: NA Health: 4 PE: 5 VAPA: 5 World Language: 5		2025-26: ELA: 5 ELD: 5 Math: 5 Social Science: 5 Science: 5 CTE: NA Health: 5 PE: 5 VAPA: 5 World Language:5	ELA: 0 ELD: 0 Math: 0 Social Science: 0 Science: 0 CTE: NA Health: -1 PE: 0 VAPA: 0 World Language:0

Goal Analysis for 2024-25

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Action 1: This action was fully implemented. GICS maintains a strong leadership team led by a Principal and staffed with appropriately credentialed teachers to support our comprehensive educational program. All teachers hold proper credentials for their assigned subject areas. GICS employs two dedicated substitute teachers who serve as first-choice replacements when regular teachers are absent. One of these substitutes is German speaking.

The GICS academic calendar includes 180 instructional days, with instructional minutes exceeding state requirements for all grade levels.

Professional development includes four (or five) days completed in August 2024 before the student school year began, plus one non-instructional professional development day held on March 3, 2025.

Action 2: This action was fully implemented. GICS provided special education training to all teaching staff at the beginning of the school year, with follow-up check-ins conducted by the Assistant Principal throughout the year. Three English teachers attended a series of five training days on our new Systematic ELD curriculum, which began on February 4. New staff members and the IB Coordinator attended official IB professional workshops in October and will attend additional training in March. Really Great Reading provided online training tutorials for K-2 teachers to support initial implementation. Collaborative planning was integrated into GICS' calendar, with protected weekly planning times for each teaching team. Elementary school grade levels have participated in full planning days with substitute teachers covering their classrooms.

In Middle School, subject-based planning days for vertical alignment are being scheduled for the coming months. Instructional assistants (IAs) received comprehensive training at the beginning of the school year, with similar onboarding for mid-year hires. Training topics included Triadic Agreements covering restorative justice discipline procedures and conflict resolution strategies, as well as responsibility training for classroom and yard duties. IAs also received Non-Violent Crisis Intervention training from the Crisis Prevention Institute (CPI) and have participated in professional development through observations and feedback from the Assistant Principal. As needed, IAs have received training in Mind and Body Calming Strategies from our BeGoodPeople SEL curriculum.

The Assistant Principal for Special Education completed Non-Violent Crisis Intervention certification through CPI and subsequently trained staff and IAs. The Assistant Principal for ELD has participated in training for the new Systematic ELD Curriculum (E.L. Achieve). The IB Coordinator attended MYP IB coordinator training focused on authorization and professional development.

Action 3: This action was fully implemented. Students in grades 1-8 have individual Chromebooks assigned for use during school hours. These devices can be checked out for homework when needed. GICS has recently purchased 20 new iPads, with 10 allocated to each Kindergarten classroom. These tablets support learning centers and facilitate iReady assessment administration.

Action 4: This action was fully implemented. All curricular purchases were made as planned. All students have access to standards aligned curriculum and instructional materials.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal #2: Material Differences Between Budgeted and Estimated Actual Expenditures

Goal 2, Action 2 - Professional Development and Training: The estimated actual expenditures for this action were lower than the budgeted amount due to two primary factors. First, the International Baccalaureate workshop costs came in below the originally budgeted allocation, resulting in cost savings for this professional development activity. Second, the planned Fentanyl training did not take place as scheduled, which contributed to the overall decrease in actual spending compared to the budgeted expenditures. The funds that were allocated for the Fentanyl training remained unused during the reporting period.

These material differences demonstrate the school's commitment to fiscal responsibility while highlighting that some planned professional development activities either cost less than anticipated or were postponed, resulting in lower overall expenditures for Goal 2, Action 2.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Action 1: This action was moderately effective with strong foundational systems undermined by significant implementation challenges. The professional development structure and leadership framework represent substantial strengths that support teacher growth and program quality. The school's commitment to exceeding state requirements and maintaining appropriate credentialing demonstrates dedication to educational excellence.

However, the extensive staffing disruptions have created substantial challenges that limit the action's effectiveness. The school's recognition that "newly onboarded teachers have missed Summer PD sessions" and the "need for flexible, targeted catch-up onboarding and training opportunities" indicates awareness of these gaps and commitment to addressing them.

While many challenges stem from external factors (visa requirements, credentialing processes, personal circumstances), they significantly impact the school's ability to provide consistent, high-quality instruction. The effectiveness of this action would be substantially improved through enhanced recruitment strategies, streamlined credentialing processes for international teachers, and more robust contingency planning for staffing disruptions.

Strong Leadership Structure: GICS has established a comprehensive leadership team with an Executive Director, Principal, two Assistant Principals, and IB Coordinator to support the robust educational program. This multi-layered leadership approach provides the capacity needed to oversee the school's complex International Baccalaureate and dual-immersion programming.

Robust Professional Development System: The structured approach to professional development has proven effective, with 4-5 days of summer training, weekly PD sessions throughout the year, and additional mid-year professional learning opportunities. The March 3rd PD day was particularly successful, allowing teachers to review iReady data in depth and plan subsequent interventions. This systematic approach enables "teachers to continuously refine their teaching practices" and supports ongoing professional growth.

Commitment to Quality and Compliance: All teachers are appropriately credentialed for their subject areas, and the school exceeds state requirements with 180 instructional days compared to the required 175. The employment of two substitute teachers, including one who is German-speaking, demonstrates commitment to maintaining instructional continuity.

Adaptive Leadership During Crisis: When challenges arose, leadership demonstrated effectiveness through quick adaptation. The interim principal successfully stepped in to work with teachers on improving practices through observations and coaching. During the LA fires, administrators organized an immediate transition to online learning to reduce learning loss and maintain student connections.

Action 2: The action was highly effective in achieving its goal of providing robust professional learning opportunities that build growth, capacity, expertise, and educator retention. The systematic approach to professional development, from summer intensive training through weekly sessions and collaborative planning time, creates a comprehensive framework for continuous improvement.

The action's greatest strength lies in its practical approach to bridging theory and practice, exemplified by innovations like the "green folders" system and the integration of data analysis into professional learning. The improved collaboration between general education teachers, instructional assistants, and SPED staff demonstrates that the professional development is successfully building the cross-functional capacity needed to support all students effectively.

While implementation gaps exist, particularly around ensuring consistent application of new learning and accommodating varied staff onboarding timelines, these represent areas for refinement rather than fundamental program weaknesses. The school's recognition of these challenges and commitment to providing additional follow-up coaching and flexible onboarding solutions indicates strong potential for sustained effectiveness in building educator capacity to support student success.

Systematic Professional Development Structure: The comprehensive professional development framework has proven highly effective, with strong beginning-of-year preparation that benefits both returning staff through refresher training and new staff through extended onboarding. Weekly PD sessions provide ongoing learning opportunities that enable teachers to "continuously refine their teaching practices," while the mid-year non-instructional PD day successfully introduced new instructional strategies based on student needs analysis.

Special Education Capacity Building: SPED professional development has significantly increased knowledge and awareness among educators, leading to "increased awareness and understanding of accommodations among educators" and "more inclusive classroom practices, leading to better student engagement and differentiated instruction." The innovative "green folders" system, containing IEP snapshots for each teacher, represents a highly effective practical solution that bridges the gap between training and implementation.

Enhanced Collaboration Systems: The structured approach to collaborative planning time has proven integral to school operations, with each teaching team having protected weekly planning times. Elementary grade levels have participated in dedicated planning days with substitute coverage, while Middle School is implementing subject-based planning days for vertical alignment. This systematic approach ensures that professional learning translates into improved practice.

Support Staff Development: Instructional assistants have received comprehensive training including Non-Violent Crisis Intervention certification, conflict resolution strategies, and classroom responsibility training. This investment has yielded significant returns, with IAs effectively supporting teachers with behavioral concerns, providing academic learning support, facilitating small group intervention, and maintaining a safe school environment.

Action 3: This action was moderately effective in addressing digital divide concerns within the school setting but faces limitations in fully achieving equity goals, particularly regarding home technology access. The school has successfully ensured that lack of technology access does not create barriers during instructional time, which represents a significant achievement in promoting educational equity.

The strategic investment in iPads for Kindergarten demonstrates thoughtful resource allocation to address specific instructional needs identified through the assessment system. However, the inability to provide adequate home device access represents a meaningful gap that could impact student achievement, particularly for upper grade students who require technology to complete assignments outside of school hours.

While the action effectively addresses in-school digital equity, the resource constraints limiting home access indicate that additional investment or creative solutions will be needed to fully close the digital divide. The school's recognition of these limitations and systematic approach to technology deployment suggest potential for improved effectiveness with enhanced resource allocation in future years.

Successful In-School Technology Access: The school has effectively achieved 1-to-1 Chromebook access for students in grades 1-8 during school hours, ensuring that digital divide concerns do not impact daily instruction and learning activities. This foundation provides all students with equitable access to digital learning resources and instructional materials during the school day.

Strategic Investment in Assessment Tools: The recent purchase of 20 new iPads, with 10 allocated to each Kindergarten classroom, represents a targeted investment to address specific instructional needs. These devices will support iReady assessments and enable "targeted differentiated instructions for phonics and math skills during small group work," directly addressing the assessment implementation challenges identified in Action 1.

Device Lending Program: The school has established a system allowing electronic devices to be signed out for home use when needed, demonstrating recognition of the importance of home access for student learning and completion of assignments.

Action 4: This action was moderately to highly effective in achieving its primary goal of providing standards-aligned curricular materials to support instruction. The strong student performance on state science assessments provides clear evidence that the core materials are effectively supporting student learning and achievement.

The action's strength lies in its systematic approach to resource procurement and responsive fulfillment of teacher needs. The proactive ordering and delivery of materials ensures that resource availability does not become a barrier to effective instruction. The success in securing additional resources through grants demonstrates strategic resource development beyond the basic budget allocation.

However, the effectiveness is somewhat limited by implementation challenges that are largely beyond the scope of this specific action. The curriculum integration difficulties highlight the interconnected nature of effective instruction, where having quality materials must be coupled with adequate professional development and collaborative planning time. Similarly, space limitations constrain the full utilization of available resources, though this represents a facility rather than curricular challenge.

The substantial outperformance on state science assessments suggests that despite these implementation challenges, the core curricular materials are effectively supporting student learning. With continued attention to professional development for curriculum integration and creative solutions for space utilization, this action has strong potential for sustained effectiveness in supporting academic achievement.

Successful Material Procurement and Distribution: All core curricular materials were purchased during the summer and delivered to teachers before the school year began, ensuring that instruction could commence without delays or resource gaps. This proactive approach demonstrates effective planning and resource management that supports uninterrupted instruction from the start of the academic year.

Responsive Resource Fulfillment: Teachers' requests have been "fulfilled promptly," indicating an effective system for identifying and addressing emerging curricular needs throughout the school year. New novel studies have been successfully aligned with both academic standards and cultural heritage, supporting the school's diverse student population and International Baccalaureate mission.

Strong Academic Outcomes: State Science assessments provide compelling evidence of curricular effectiveness, with 48.6% of students meeting or exceeding standards compared to the state rate of 30%. This substantial outperformance indicates that core materials effectively support student learning and understanding of science standards.

Strategic Resource Acquisition: The school has successfully secured science kits through grants for the MYP program, demonstrating effective pursuit of additional resources to enhance hands-on learning opportunities. Consumables were ordered prior to the school year beginning, ensuring continuous availability of necessary materials.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Goal Statement: No changes were made to the planned goal for the coming year. The goal continues to focus on providing educators and instructional support staff with robust professional learning opportunities that include the CA academic standards and align with IB Programme standards, encompassing relevant learning experiences and instructional coaching to build growth, capacity, expertise, and educator retention. GICS will continue to develop a one-year LCAP based on feedback from our educational partners and allows for the school to revise/modify metrics based on school/student needs.

Metrics: No changes were made to the metrics for Goal 2. GICS will continue to monitor the percentage of teachers who are fully credentialed and appropriately assigned, the percentage of students with access to standards-aligned materials, and the implementation of State Academic content and performance standards for all students.

Target Outcomes: No changes were made to target outcomes for Goal 2 metrics. The school maintains its commitment to achieving 100% appropriately credentialed and assigned teachers, ensuring all students have access to standards-aligned materials, and maintaining full implementation and sustainability ratings across all academic content areas.

Actions: No changes were made to the four planned actions for Goal 2:

These actions remain appropriately aligned with the school's commitment to providing educators with the professional learning opportunities and resources necessary to support student achievement and maintain program excellence.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	Goethe International Charter School (GICS) recognizes that exceptional educational outcomes depend on strong leadership and highly qualified instructional staff. The school is committed to recruiting, developing, and retaining educators who can deliver the rigorous, internationally focused academic program that defines the GICS educational experience. **Administrative Leadership Structure** GICS will maintain dedicated administrative leadership for both elementary and middle school programs through separate Elementary and Middle School principals. This specialized leadership structure ensures that each program receives focused attention and expertise appropriate to the developmental and academic needs of students at different grade levels. The dual-principal model allows for targeted program development, grade-level appropriate instructional leadership, and specialized support for the unique characteristics of elementary and middle school learning environments. **Instructional Staffing and Credentialing** GICS will employ appropriately credentialed teachers to serve students in grades TK-8, ensuring that all core subject areas receive expert instruction from qualified professionals. Teachers will provide instruction in English Language Arts, Mathematics, Science, Social Studies, German language, and Physical Education as part of the school's comprehensive base program. This staffing approach ensures that students receive high-quality instruction across all academic disciplines while maintaining the school's commitment to international education and multilingual development. To maintain instructional continuity and minimize disruptions to student learning, GICS will employ qualified substitute teachers who are familiar with the school's educational philosophy and instructional approaches. This proactive staffing strategy ensures that learning continues seamlessly even when regular classroom teachers are unavailable. **Enhanced Learning Time**	$2,253,528	N

		GICS provides students with extended learning opportunities through both a longer school day and an extended school year. The school operates on a 180-instructional-day calendar, which exceeds the California state requirement of 175 instructional days for charter schools. This additional learning time allows for deeper exploration of curriculum content, more individualized attention for students, and enhanced opportunities for enrichment and intervention activities. **Teacher Recruitment and Retention** To continuously increase the percentage of appropriately credentialed teachers and maintain high-quality instruction, GICS will implement strategic recruitment initiatives throughout the academic year. The school will actively participate in teacher recruitment fairs and initiate the application process earlier in the year to access the strongest candidate pool before other districts begin their hiring processes. This proactive approach to recruitment ensures that the school can attract and hire highly qualified educators who are committed to the school's international mission and educational excellence. **Comprehensive Professional Development Program** GICS is committed to the ongoing professional growth of all educators through a comprehensive professional development program that supports both new and experienced teachers. All teachers participate in intensive Summer Professional Development, with returning staff engaging in four days of training and new staff participating in five days to ensure thorough orientation to the school's programs and expectations. Throughout the school year, teachers engage in continuous learning through one additional non-instructional day each semester dedicated specifically to professional learning opportunities. Weekly professional development sessions during the school year provide ongoing support, collaboration time, and skill-building opportunities that directly enhance classroom instruction and student outcomes. **Commitment to Educational Excellence** This comprehensive approach to staffing and professional development ensures that GICS maintains the high-quality educational program that students and families expect. By investing in strong leadership, qualified teachers, extended learning time, and continuous professional growth, the		

		school creates an environment where both educators and students can achieve their highest potential.		
2	PROFESSIONAL DEVELOPMENT	Goethe International Charter School is committed to continuous professional growth and development for all staff members. Based on comprehensive needs assessment data and feedback from educational partners, the school will provide targeted professional learning opportunities that directly support student achievement and align with the school's mission and goals. **Teacher and Instructional Assistant Professional Development** For the 2025-26 school year, teachers and Instructional Assistants will participate in focused professional learning opportunities addressing key areas of instructional need. Special Education training will include Special Education fundamentals, the Individual Education Plan (IEP) process, appropriate modifications and accommodations, and Child Find procedures to ensure compliance and effective support for students with disabilities. Language development support will encompass Designated English Language Development (ELD) instruction and Guided Language Acquisition by Design (GLAD) strategies to enhance instruction for English Learners. Literacy instruction will be strengthened through comprehensive training in the Really Great Reading Program and Fountas & Pinnell Benchmark Assessments and Intervention Program, ensuring teachers have the tools necessary to support reading development across all grade levels. Additional professional development will focus on inquiry-based instruction methodologies that promote critical thinking and student engagement. Social-emotional learning support will be provided through Caring School Community training, equipping staff with strategies to build positive classroom cultures and support student well-being. **International Baccalaureate Programme Development** As part of the school's commitment to International Baccalaureate excellence, teachers will participate in specialized IB professional development including curriculum planning workshops and both Primary Years Programme (PYP) and Middle Years Programme (MYP) training	$179,403	N

		sessions. This comprehensive IB preparation ensures that instruction aligns with international standards and maintains program fidelity. **Collaborative Planning and Team Structures** Teachers will receive dedicated collaborative planning time to meet in grade level teams and language teams, facilitating discussions about student data analysis and the development of differentiated lesson plans that address the diverse language learning needs of all students. Enrichment and elective teachers will be provided with planning time to meet with grade level teams, ensuring coordination across all subject areas. The master schedule will be strategically designed to provide grade level teachers with common preparation periods, maximizing opportunities for collaborative planning and shared decision-making. **Support Staff Development** Principals will provide supervision and instructional coaching for support staff, ensuring alignment with school-wide goals and effective student support. Support staff will participate in professional learning opportunities focused on Multi-Tiered Systems of Support (MTSS), conflict resolution strategies, and providing tiered interventions. Monthly professional development sessions will address school-wide initiatives and respond to emerging student needs, ensuring that all staff members are equipped to contribute effectively to student success. **Administrative Professional Growth** The Administrative Team will engage in external professional learning opportunities throughout the year, participating in conferences, workshops, and symposiums that enhance leadership capacity. These opportunities will include the International Baccalaureate Conference, California Charter Schools Association (CCSA) events, and German American Business Association activities, ensuring that school leadership remains current with best practices and innovative approaches to education. **Specialized Coaching and Support Services** The school will utilize part-time consultants to provide targeted development opportunities, with one consultant focusing on teacher and		

		administration development and a second consultant providing specialized administrative support and development services. The Development Teaching Coach (DTC) (Title I Funded: $16,200) will support and mentor teachers through individualized coaching, targeted professional development, and collaborative goal-setting processes. This role focuses on long-term growth and improvement through classroom observations, reflective discussions, and strategic action planning. Using a cycle of inquiry to analyze data and evaluate instructional materials, the DTC supports teachers in expanding their understanding of instruction, assessment, and student engagement, ultimately building teacher capacity and deepening understanding of effective instructional practices. The Development Administrator Coach (DAC) will provide parallel support for Principals through individualized coaching, targeted professional development, and collaborative goal-setting. This position focuses on long-term leadership growth and improvement using a cycle of inquiry to analyze data and support administrators in expanding their understanding of teacher supervision and evaluation, parent relations, and effective school operations. **Specialized Programme Coordination** The IB Coordinator ensures that the school maintains fidelity to International Baccalaureate standards and practices by providing instructional and curricular coaching and support, along with comprehensive professional development for teachers and staff. This role ensures that GICS implements IB standards with fidelity while maintaining rigorous academic expectations. The IB Coordinator is responsible for curriculum coordination and documentation and collaborates with the administrative leadership team to ensure alignment between IB philosophy and the school's communication and practices. The Testing Coordinator oversees the comprehensive administration of state-mandated assessments including the California Assessment of Student Performance and Progress (CAASPP), English Language Proficiency Assessments for California (ELPAC), and California Physical Fitness Test. Additionally, this position manages referrals and coordinates local assessments such as Gifted and Talented Education (GATE) testing		

		and the school's benchmark assessment program, ensuring accurate data collection and analysis to inform instructional decisions.		
3	CLOSING THE DIGITAL DIVIDE	Goethe International Charter School recognizes that equitable access to technology is essential for student success in the 21st century learning environment. The school is committed to ensuring that all students, regardless of their socioeconomic background, have the tools and support necessary to engage fully in digital learning experiences and develop essential technology skills. **Device Access and Equity** GICS will ensure that every student has access to an appropriate technology device to support their learning needs. The school will conduct regular assessments to identify students who require device support and will provide technology equipment as needed to ensure equitable access to instructional and supplemental materials. This commitment extends beyond the school day, recognizing that students need consistent access to digital resources for homework, research, and extended learning opportunities. GICS will maintain an inventory of devices suitable for different grade levels and learning needs, ensuring that technology tools are age-appropriate and aligned with curriculum requirements. Device distribution will be managed through a systematic process that protects student privacy while ensuring that those with the greatest need receive priority support. **Internet Connectivity and Home Access** Understanding that device access alone is insufficient without reliable internet connectivity, GICS will work to identify and support families who lack adequate internet access at home. The school will collaborate with community partners and internet service providers to explore options for providing or subsidizing internet access for families in need, ensuring that all students can participate fully in digital learning activities regardless of their home technology environment. **Digital Safety and Monitoring**	$20,000	N

		To ensure safe and appropriate use of technology resources, GICS will implement Go Guardian monitoring software across all school-provided devices. This comprehensive digital safety platform provides real-time monitoring and filtering capabilities that protect students from inappropriate content while allowing teachers to monitor student engagement during digital learning activities. Go Guardian also provides valuable insights into student technology usage patterns and helps educators identify students who may need additional support with digital citizenship skills. **Technical Support Services** GICS will maintain contracted Information Technology (IT) support services to ensure that all technology systems operate effectively and efficiently. Professional IT support ensures rapid response to technical issues, regular system maintenance, and ongoing security updates that protect student data and maintain system reliability. This technical infrastructure support is essential for minimizing disruptions to learning and maintaining consistent access to digital resources. **Virtual Learning and Communication Platforms** GICS will continue to utilize Zoom as the primary platform for virtual meetings, remote learning opportunities, and family engagement activities. This platform provides reliable video conferencing capabilities that support distance learning when needed, facilitate communication between teachers and families, and enable professional collaboration among staff members. The school's commitment to maintaining robust virtual learning capabilities ensures continuity of education during various circumstances and expands opportunities for flexible learning arrangements. **Sustainability and Ongoing Support** The school will develop sustainable practices for technology maintenance, replacement, and updates to ensure long-term access to current and functional devices. This includes establishing protocols for device care, creating replacement schedules for aging equipment, and planning for technology upgrades that keep pace with evolving educational needs and industry standards.		

4	CORE CURRICULAR PROGRAM NEEDS	Goethe International Charter School provides all students with high-quality, standards-aligned curricular and instructional materials across all content areas. The comprehensive curriculum framework ensures rigorous academic achievement while preparing students for success in high school and beyond. **Standards Alignment and Academic Framework** GICS provides standards-aligned curricular materials for all core content areas, meeting California State Standards while incorporating International Baccalaureate programme requirements. The curriculum emphasizes depth of understanding, critical thinking, and real-world application across English Language Arts, Mathematics, Science, Social Studies, and Physical Education. **International Baccalaureate Integration** As an IB World School candidate, GICS integrates Primary Years Programme (PYP) and Middle Years Programme (MYP) frameworks throughout curriculum design. The PYP provides elementary students with transdisciplinary learning experiences, while the MYP guides middle school students through subject-specific learning with emphasis on global contexts and conceptual understanding. **World Language and Cultural Education** German language curriculum materials support both immersion and acquisition programs, providing authentic cultural experiences and linguistic proficiency development. Materials align with the Deutsche Sprachdiplom (DSD) framework, enabling students to demonstrate measurable language proficiency through internationally recognized assessments. **Content Area Resources** English Language Arts curriculum emphasizes foundational literacy skills and advanced literary analysis through diverse, multicultural texts. Mathematics materials provide systematic skill development with emphasis on problem-solving and real-world application. Science curriculum integrates hands-on inquiry with theoretical knowledge through laboratory investigations and technology-enhanced experiences.	$47,412	N

		Social Studies materials emphasize historical thinking, geographic literacy, and civic engagement while incorporating global perspectives. **Responsive Implementation and Support** The school maintains curriculum flexibility by continuously evaluating instructional material effectiveness and making adjustments based on student needs and assessment data. Additional purchases of curricula, supplemental materials, and consumable resources are made as needed to ensure current, engaging, and effective learning materials. Professional development accompanies new curriculum adoptions, ensuring teachers can implement materials effectively and adapt instruction for diverse student needs. All materials are selected with attention to accessibility and equity, supporting multiple learning styles and reflecting the linguistic and cultural diversity of the school community.		

Goal

Goal #	Description	Type of Goal
3	Continue to engage parents as partners through education, communication, and collaboration that fosters a positive, nurturing, and inclusive school environment. Continue our commitment to shared decision-making and participatory practices.	Broad

State Priorities addressed by this goal.

Priority 1: Basic

Priority 3: Parental Involvement & Family Engagement

Priority 6: School Climate

An explanation of why the LEA has developed this goal.

Goethe International Charter School developed this goal to create meaningful parent engagement and community partnerships that directly support student success while fostering an inclusive, safe, and nurturing school environment aligned with the school's international mission.

Research demonstrates that meaningful parent engagement significantly impacts student achievement and social-emotional development. GICS serves a diverse community representing multiple languages, cultures, and socioeconomic backgrounds, requiring intentional strategies to ensure all families can participate as educational partners regardless of potential barriers.

While parents expressed satisfaction with school programs, the Parent Advisory Committee identified communication gaps and requested more uniform family-school communication systems.

As an International Baccalaureate school with dual-immersion programming, GICS requires robust systems for engaging families from diverse linguistic and cultural backgrounds. The goal ensures that the school's international focus is supported by authentic community partnerships that celebrate diversity while building shared commitment to student success.

Panorama survey data from students, parents, and staff show generally positive perceptions of school climate and safety, though variations across stakeholder groups indicate need for systematic attention to school environment. The goal addresses facility safety, student engagement opportunities, and communication systems that support community building.

This goal establishes sustainable systems for ongoing community engagement that support the school's mission of preparing students to thrive globally. By investing in strong family partnerships, comprehensive communication, and inclusive participation opportunities, the school builds lasting community connections that enhance student achievement and create a positive learning environment for all.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
18	Facility Inspection Tool (FIT) Report Score Source: SARC	2023-24: Good	2024-25: Good		2025-26: Good	No difference
19	Parent input in decision-making for UP & SWD. (Questions 9-12) Rating Scale: 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 - Full Implementation & Sustainability Source: Score - CDE Priority 3 Self-reflection tool.	2023-24: 9. 5 10.5 11.5 12.5	2024-25: 9. 5 10. 5 11. 5 12.5		2025-26: 9. 5 10.5 11.5 12.5	9. 0 10.0 11.0 12.0
20	Parent participation in programs for UP & SWD. (Questions 1-4) Rating Scale: 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation;	2023-24: 1. 5 2. 5 3. 5 4. 5	2024-25: 1. 5 2. 5 3. 5 4. 5		2025-26: 1. 5 2. 5 3. 5 4. 5	1. 0 2. 0 3. 0 4. 0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
	5 - Full Implementation & Sustainability Source: Score - CDE Priority 3 Self-reflection tool					
21	Other Local Measure - Student Survey: Sense of safety & school connectedness Source: Panorama	2023-24: 67% ES; 66% MS Sense of Safety 71% ES; 51% MS School connectedness	2024-25: 67% ES: 63% MS Sense of Safety 66% ES; 44% MS School Connectedness		2025-26: 69% ES; 65% MS Sense of Safety 67% ES; 50% MS School Connectedness	0% ES; -3% MS% Sense of Safety -5% ES; -7% MS School Connectedness
22	Other Local Measure - Parent Survey: Sense of safety & school connectedness. Source: Panorama	2023-24: 86% Sense of Safety 79% School connectedness	2024-25: 84% Sense of Safety 85% School Connectedness		2025-26: 86% Sense of Safety 87% School Connectedness	-2% Sense of Safety +6% School Connectedness
23	Other Local Measure - Staff Survey: Sense of safety & school connectedness Source: Panorama	2023-24: 100% Sense of Safety 89% School connectedness	2024-25: 76% Sense of Safety 90% School Connectedness		2025-26: 78% Sense of Safety >90% School Connectedness	-24% Sense of Safety +1% School Connectedness

Goal Analysis for 2024-25

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Action 1: This action was fully implemented. Goethe has held several planned school-wide events including Lantern Fest, Jog-a-thon, Winter Concert, Movie Night, and Family Fun Night. Upcoming events—International Flair and the Talent Show—have been scheduled and planned.

The Green Team (parent-led beach clean-up initiative) is not currently active as there isn't an established parent structure to support it. The SEL Team is led by the school's administrative team in alignment with SEL curriculum. The Assistant Principal has organized numerous Middle School events to increase school connection and engagement, including Quarterly Socials, Pep Rallies, Clubs, and After-school Sports.

Student-led conferences are scheduled for late March. The school offers two student leadership opportunities: Student Council (grades 4-8), elected by classmates to facilitate communication between students and administration and help plan events, and the "Where Everybody Belongs" (WEB) program.

GICS piloted the WEB orientation and transition program for the first time this school year. Twelve students (six boys and six girls) serve as WEB leaders after completing three days of intensive training. These leaders work with small groups of 6th graders during orientation, welcome them on the first day, conduct check-ins, and organize social events like the recent Treasure Hunt. The School Safety Committee, comprising school leadership and seven parents representing different grade levels, meets monthly. This year's focus areas include monitoring student mental health and safety, establishing relationships with local law enforcement, requesting regular school police check-ins, creating emergency message templates, and implementing rainy day procedures for drop-off/pick-up and safety around Waymo vehicles.

Action 2: This action was fully implemented. The Parent Advisory Committee (PAC) has held three meetings and has scheduled at least three additional meetings for the remainder of the school year. The English Learner Advisory Committee (ELAC) has convened three times, with at least one more meeting scheduled for March 18, 2025. The Safety Committee includes parent representatives who provide input to GICS administration. Following its first meeting in February, additional meetings are scheduled monthly from March through May. One parent serves on the Finance Committee, which functions in an advisory capacity to the Board of Trustees.

Action 3: This action was fully implemented. All communication platforms have been consistently utilized throughout the school year.

Administration has hosted several parent workshops through the Community University initiative: Technology Tutorial for Parents/Guardians; Cybersafety Parent/Guardian Workshop; and NAMI (National Alliance on Mental Health) Parent Presentation

Before the school year began, GICS offered orientations for Kindergarten families, Middle School students, and New Parents. An orientation for the German Alumni Program was provided before its September launch. A Meet & Greet introduced all staff to families prior to the start of school.

During the first weeks of school, GICS held Back to School Night and a Parent Engagement Nigh

GICS encourages parent involvement through multiple Volunteer Training sessions at the beginning of the school year to prepare parents for volunteer clearance. To foster community connections, potluck-style grade-level dinners were hosted in family homes during the first few weeks of school, allowing parents to meet others and gather general school information.

Specific parent education events included: Technology Tutorial (August 27): Overview of PowerSchool, Fresh Schools, Google Classroom, and iReady; Mental Health Workshop (October 8): NAMI's "Ending the Silence" program covering mental health conditions, warning signs, treatment options, and coping strategies; and Internet/Cyber Safety Workshop (October 1): Presented by Liz Repking of Cyber Safety Consulting

Monthly coffee chats have been hosted on Friday mornings from 8:15-9:00 am (the Friday following each Board Meeting) and will continue through the end of the school year.

Important communications have been provided in Spanish, but not in German.

Action 4: This action was fully implemented. The FIT (Facility Inspection Tool) report has been completed. GICS has allocated funding for a part-time custodian (0.5 FTE) to enhance school cleanliness. This additional staff supplements the existing custodial services provided through Proposition 39. A dedicated parent volunteer group regularly maintains the outdoor areas by removing trash and fallen leaves, cleaning outdoor furniture, watering plants, and performing weeding tasks. Students actively participate in maintaining campus cleanliness and their learning environment. WEB (Where Everybody Belongs) leaders serve as positive role models for this responsibility.

There is a substantive change which includes the school facility leasing costs that was not originally included in the total funds budgeted for this action.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal #3: Material Differences Between Budgeted and Estimated Actual Expenditures

Goal 3, Action 3 - Technology Systems: The estimated actual expenditures for this action were lower than the budgeted amount due to PowerSchool costs coming in below the originally allocated budget. The actual costs for the PowerSchool student information system were less than anticipated, resulting in cost savings for this technology platform. This difference demonstrates effective budget management and potentially reflects favorable contract negotiations or pricing adjustments that resulted in lower than expected expenditures for this essential student data management system.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Action 1: This action was highly effective in achieving its goals of promoting positive school climate, student engagement, and safe learning environments. The measurable reduction in office referrals and suspensions provides concrete evidence of improved school climate, while high participation rates in events and activities demonstrate strong community engagement.

The action's strength lies in its comprehensive approach that addresses multiple aspects of school climate simultaneously. The combination of community events, student leadership opportunities, athletic programs, and safety initiatives creates a robust framework for positive school culture. The WEB program's success in helping students become role models while supporting newcomers exemplifies effective peer support systems.

The Middle School programming particularly stands out as highly effective, with students demonstrating ownership through suggestions for new activities and sustained participation in diverse offerings. The athletic program's measurable achievements in both competitive success and character development further validate the action's effectiveness.

While volunteer sustainability presents an ongoing challenge, the high levels of participation and positive outcomes suggest strong community investment in the school's success. The action successfully creates multiple pathways for engagement, ensuring that families and students can find meaningful ways to connect with the school community regardless of their specific interests or availability.

Strong Community Engagement and Participation: School-wide events are "very well attended" with families demonstrating strong enthusiasm for participating in school activities. The comprehensive event calendar, including Lantern Fest, Jog-a-thon, Winter Concert, Movie Night, and GICS Family Fun Night, creates multiple opportunities for community building. Families particularly appreciate these events because many "live far away from the school and appreciate events that give their children the opportunity to play with friends outside school hours."

Successful Middle School Programming: The Assistant Principal's initiatives have significantly enhanced middle school engagement through quarterly socials, pep rallies, clubs, and after-school sports. Students are "invested and make suggestions for new clubs or themes for their social events," indicating high levels of ownership and engagement. The diversity of club offerings (crocheting, art, dungeons and dragons, anime, Taylor Swift) demonstrates responsiveness to student interests and creates meaningful peer connections.

Athletic Program Excellence: Sports teams have shown remarkable improvement over three years, with tangible achievements including Girls D1 Volleyball becoming league champions and multiple teams reaching playoffs. These programs help students improve not only their skills but also "collaboration and team spirit," contributing to overall school climate.

Effective Safety and Mentorship Systems: The WEB program's first-year implementation has proven highly successful, with 12 trained leaders serving as role models and helping new students, particularly 6th graders, feel welcome before the first day of school. Most significantly, "office referrals and suspensions have been reduced significantly this school year," indicating measurable improvement in school climate and student behavior.

Meaningful Safety Committee Impact: The Safety Committee, composed of school leadership and seven parents representing different grade levels, provides valuable outside perspective and serves as effective ambassadors to the broader parent community about safety priorities.

Action 2: This action was highly effective in achieving its goal of meaningful parent input in decision-making. The zero-dollar budget allocation demonstrates that the school has created substantial value through organizational commitment rather than financial investment, making this an exceptionally efficient use of resources.

The action's strength lies in its multi-faceted approach that creates various entry points for parent engagement while ensuring representation of diverse school constituencies. The combination of general advisory functions (PAC), specialized population advocacy (ELAC), operational input (Safety Committee), and fiscal oversight (Finance Committee) provides comprehensive coverage of school decision-making areas.

The evidence of genuine parent influence on school perspectives, combined with the educational and multiplier effects that extend impact throughout the community, indicates that these committees are functioning as meaningful governance partners rather than token consultation bodies. While scheduling challenges persist, the school's commitment to maintaining regular meeting schedules across multiple committees demonstrates sustained prioritization of parent input.

The action successfully balances regulatory compliance with authentic engagement, creating systems that both meet legal requirements and provide genuine value to school improvement efforts. The effectiveness of this action contributes significantly to the overall goal of engaging parents as partners in fostering a positive, nurturing, and inclusive school environment.

Comprehensive Committee Structure: GICS has successfully established and maintained multiple parent advisory committees that provide diverse pathways for input. The Parent Advisory Committee (PAC) has met three times with at least three additional meetings scheduled, while the English Language Advisory Committee (ELAC) has met three times with another meeting planned for March 18th. Additionally, the Safety Committee includes parent representation, and one parent serves on the Finance Committee as an advisory function to the Board of Trustees.

Meaningful Parent Impact: Parents provide "valuable input that sometimes considers perspectives that are different from the school leadership perspective," indicating that the committees are functioning as intended to broaden administrative decision-making. The process creates genuine dialogue rather than superficial consultation, with parents contributing substantive insights that influence school operations and policies.

Educational and Multiplier Effects: The committee structure creates a valuable educational function, with participating parents becoming more informed about school operations and then serving as knowledge ambassadors to the broader community. "Those educated parents talk to other parents and distribute some of the newly acquired knowledge," extending the impact beyond direct participants.

Broad Community Buy-In: Despite committees being advisory in nature, they "still generate a multitude of thoughts and create more buy-in from families (not just those who participate in the work of the committees)." This indicates that the process successfully builds broader community investment in school decisions and direction.

Action 3: This action was moderately effective in creating comprehensive opportunities for parent engagement, though participation challenges limit its full impact. The action successfully establishes "a variety of opportunities for parents to be informed and engaged" where "families find what fits them," indicating that the diverse approach meets different family needs and preferences.

The action's strength lies in its recognition that families have varied schedules, interests, and communication preferences, creating multiple pathways for engagement rather than a one-size-fits-all approach. The high-quality content of workshops and orientations, combined with multilingual accessibility, demonstrates genuine commitment to inclusive family engagement.

However, the persistent challenge of reaching families who would most benefit from support services indicates a need for more targeted outreach strategies. The moderate participation levels across most offerings suggest that while opportunities exist, barriers to engagement—whether logistical, cultural, or motivational—remain unaddressed.

The action would benefit from more strategic analysis of participation patterns and targeted approaches to increase engagement among families who are currently not participating, particularly those who might most benefit from the support services offered.

Comprehensive Communication Framework: All planned communication platforms have been "used consistently throughout the school year," including FreshSchools App, MailChimp, Bright Arrow, Newsletters, and PowerSchool Parent Portal. This multi-channel approach ensures that families have multiple access points for school information and can choose methods that work best for their preferences and schedules.

Valuable Professional Learning Opportunities: The Community University workshops have provided meaningful support to participating families, with parents who attend expressing "gratitude" for presentations on Technology Tutorial, Cybersafety, and NAMI mental health resources. These workshops address timely and relevant topics that support family engagement with student learning and well-being.

Successful Orientation and Onboarding: Orientations for Kindergarten, new families, MYP, and German Alumni are "usually very well attended," indicating effective systems for welcoming and informing new community members. The Meet & Greet event successfully introduces

families to staff, while grade-level potluck dinners create opportunities for families to connect with peers and gather school information in informal settings.

Multilingual Accessibility: Key communications are provided in Spanish, demonstrating commitment to engaging the school's diverse community. Multiple volunteer training sessions ensure that parents are prepared to participate meaningfully in school activities and support.

Ongoing Information Access: Monthly Coffee Chats provide regular opportunities for families to stay informed about school initiatives, issues, and events, while recordings of Community Universities are posted to the school website for broader access.

Action 4: This action was moderately effective within the constraints of the school's operational context. The school's own assessment that "effectiveness of measures to create and maintain a clean campus environment is only partially in the hands of GICS – what GICS can do is very effective" accurately captures both the action's success and its limitations.

The action demonstrates strong effectiveness in areas under direct school control, with strategic investment in additional custodial support, successful community engagement, and meaningful student involvement in facility stewardship. The reduction in parent complaints provides concrete evidence that these efforts are producing measurable improvements in facility conditions.

However, the action's overall effectiveness is significantly constrained by factors beyond the school's control, including inadequate baseline custodial staffing and co-location dependencies for major facility systems. These structural limitations prevent the school from achieving optimal facility maintenance despite committed efforts and resource investment.

GICS's approach of maximizing effectiveness within its sphere of control while recognizing external constraints represents a realistic and strategic response to challenging facility management circumstances. The success in building community and student investment in facility care creates sustainable elements that extend beyond simple maintenance to develop shared responsibility for the learning environment.

Strategic Resource Investment: The school has made thoughtful investments to enhance facility maintenance beyond baseline requirements, including purchasing an additional half-time custodian position to supplement services provided through Prop 39. This demonstrates proactive commitment to maintaining high facility standards despite budget constraints.

Community Engagement in Facility Care: A regular parent volunteer group actively contributes to outdoor area maintenance, including "removing trash and leaves, cleaning outdoor furniture, watering plants, and weeding." This volunteer engagement creates additional capacity for facility maintenance while building community investment in the school environment.

Student Ownership and Responsibility: The integration of students into facility care has proven highly effective, creating "a sense of ownership and responsibility" among the student body. WEB leaders serve as positive role models for maintaining campus cleanliness, contributing to overall school pride and environmental stewardship.

Compliance Achievement: The completion of the required FIT report demonstrates adherence to regulatory requirements and systematic facility assessment protocols.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Goal Statement: No changes were made to the planned goal for the coming year. The goal continues to focus on engaging parents as partners through education, communication, and collaboration that fosters a positive, nurturing, and inclusive school environment while continuing the commitment to shared decision-making and participatory practices. GICS will continue to develop a one-year LCAP based on feedback from our educational partners and allows for the school to revise/modify metrics based on school/student needs.

Metrics: No changes were made to the metrics for Goal 3. The school will continue to monitor facility inspection tool (FIT) report scores, parent input in decision-making for unduplicated pupils and students with disabilities, parent participation in programs for unduplicated pupils and students with disabilities, and local measures of student, parent, and staff sense of safety and school connectedness through Panorama surveys.

Target Outcomes: No changes were made to target outcomes for Goal 3 metrics. The school maintains its commitment to achieving and sustaining "Good" facility conditions, maintaining high levels of parent input and participation in decision-making processes, and improving sense of safety and school connectedness across all stakeholder groups.

Actions: No changes were made to the four planned actions for Goal 3.

These actions remain appropriately aligned with GICS's commitment to engaging parents as partners while fostering a positive, nurturing, and inclusive school environment that supports all students' success.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT	Goethe International Charter School is committed to creating a vibrant, inclusive, and safe learning environment where all students feel connected, engaged, and supported in their academic and personal growth. The school's comprehensive approach to school climate encompasses engaging learning experiences, targeted student activities, robust safety protocols, and wellness support systems. **School-Wide Engagement and Cultural Enrichment** GICS provides all students with diverse opportunities to engage in learning experiences beyond the traditional classroom setting. Field trips extend learning into real-world contexts, allowing students to explore academic concepts through authentic experiences and community connections. The school hosts several signature school-wide events that celebrate the	$232,806	N

		diverse cultural heritage of the school community and build school spirit throughout the year. These signature events include International Flair, which showcases the multicultural nature of the school community through food, music, and cultural presentations. The annual Lantern Festival creates a unique cultural experience that connects students to global traditions while building school community. The Jog-a-thon promotes physical fitness and school spirit while serving as a community fundraising event. The Talent Show provides students with opportunities to showcase their creative abilities and build confidence through performance. The Winter Concert demonstrates student musical achievements and provides families with opportunities to celebrate student accomplishments together. **Middle School Community Building and Leadership** Recognizing the unique developmental needs of middle school students, GICS provides targeted activities designed to increase connection to school and build positive peer relationships. Middle school students participate in quarterly social events that foster friendship and school pride outside the academic setting. A variety of clubs provide students with opportunities to explore interests, develop leadership skills, and connect with peers who share similar passions. Pep rallies celebrate school achievements and build collective school spirit across the middle school community. **Sixth Grade Transition and Support Programs** To support the critical transition to middle school, GICS hosts two dedicated events exclusively for sixth grade students, creating opportunities for community building and peer connection outside the classroom environment. These events are organized and facilitated by Where Everybody Belongs (WEB) leaders, who serve as positive role models and mentors for incoming middle school students. The WEB program has been enhanced to include academic support components alongside traditional mentoring activities. WEB leaders, comprised of eighth grade student leaders, will teach two structured academic lessons to sixth grade students. These sessions focus on developing academic skills and study habits essential for middle school		

success, creating a peer-to-peer learning environment that builds both academic capacity and social connections.

Comprehensive Safety Framework

GICS maintains a proactive approach to campus safety through systematic planning, regular review, and professional oversight. The school's Safety Committee meets monthly throughout the year to review and evaluate current safety practices and protocols, ensuring that procedures remain current and effective. This committee is responsible for reviewing and revising the comprehensive School Safety Plan, which the leadership team presents to all staff to ensure school-wide understanding and implementation.

GICS employs four dedicated Campus Safety Monitors who provide continuous supervision throughout the school day. These professionals monitor hallways, bathrooms, and common areas to ensure student safety and appropriate behavior. Safety Monitors are trained to respond to and report suspicious behavior, fights, or emergency situations while also encouraging positive behavior and intervening appropriately when school rules are violated. Their presence provides both safety oversight and positive adult interaction that supports the overall school climate.

Wellness and Mental Health Support

The school is committed to comprehensive student wellness through a revised Wellness Policy that expands beyond traditional nutrition components to include mental health safety considerations. This policy revision incorporates input from the Safety Committee to ensure that mental health support is integrated into the overall safety framework. The enhanced policy recognizes that student wellness encompasses both physical and emotional well-being, creating a more holistic approach to student support services.

Athletic Programs and Competitive Sports

GICS offers comprehensive middle school sports programs that promote physical fitness, teamwork, and school pride through competitive athletics. The sports program includes Track, Flag Football, Volleyball, Soccer, and Cross Country, providing diverse opportunities for student participation based on individual interests and abilities. GICS teachers serve as sports coaches, training with teams during Fall and Spring seasons

		and creating strong connections between academic and athletic experiences. While most sports programs are designed for sixth through eighth grade students, select teams allow fifth grade student participation, providing early opportunities for athletic engagement and school connection. The athletic program operates in cooperation with the Foundation for Interscholastic Youth Athletics (FIYA), whose mission is "Strengthening Schools Through Sports." Through FIYA membership, school teams compete against other member schools in organized leagues, providing students with meaningful competitive experiences and opportunities to represent their school in positive ways. **Integrated Approach to School Climate** These comprehensive programs work together to create a positive school climate where students feel safe, engaged, and connected to their school community. By combining academic support, cultural celebration, safety protocols, wellness initiatives, and athletic opportunities, GICS ensures that all students have multiple pathways to engagement and success within the school environment.		
2	PARENT INPUT IN DECISION-MAKING	Goethe International Charter School recognizes that meaningful parent and family engagement is essential for student success and effective school governance. The school is committed to providing multiple avenues for parent input in decision-making processes, ensuring that diverse family voices are heard and incorporated into school planning, policy development, and program evaluation. **Statutory Advisory Committees** GICS maintains advisory committees as required by California Education Code to ensure compliance with state requirements while fostering genuine collaboration between families and school leadership. The Parent Advisory Committee (PAC), established per California Education Code 52062(a)(1), serves as the primary forum for parent input on school policies, programs, and budget decisions. This committee includes parents representing Unduplicated Pupils and Students with Disabilities, ensuring	$0	N

		that the voices of all student populations are included in advisory discussions and recommendations. When applicable, the school will establish English Language Advisory Committee (ELAC), District English Learner Advisory Committee (DELAC), and English Learner Parent Advisory Committee (EL-PAC) structures per California Education Code 52062(a)(2). These committees provide specialized input on programs and services for English Learners, ensuring that families of students developing English proficiency have meaningful opportunities to participate in decisions affecting their children's education. **Language Access and Inclusive Participation** To ensure that all families can participate meaningfully in advisory committees and decision-making processes, GICS provides interpreter services for committee meetings and other school events as requested. This commitment to language accessibility removes barriers to participation and ensures that non-English speaking families have equal opportunities to contribute to school governance and provide input on educational decisions affecting their children. The school proactively identifies families who may benefit from interpretation services and works to accommodate diverse linguistic needs within the school community. All committee communications and materials are made available in languages spoken by families when possible, creating an inclusive environment for parent participation. **Board-Established Committees** The Finance Committee operates as an advisory body established by the Board of Trustees to ensure responsible stewardship of school financial resources. This committee includes one parent member among its five total members, providing family representation in financial oversight and budget planning processes. The Finance Committee serves an advisory role to the Board of Trustees, helping ensure that the school uses its financial resources wisely, legally, and in alignment with the school's educational mission and goals. Parent participation on the Finance Committee provides transparency in budget decisions and ensures that family perspectives are considered in financial planning processes. This structure creates accountability while		

		maintaining appropriate governance boundaries between advisory input and board decision-making authority. **Safety and Wellness Committee Structure** The Safety Committee ensures a safe, secure, and healthy environment for students, staff, and visitors through collaborative planning and oversight. Committee membership includes both staff members and four parent representatives, creating a balanced perspective on safety concerns and solutions. Committee members work proactively to plan for, prevent, and respond to safety concerns while maintaining open communication between families and school administration about campus safety matters. Parent participation on the Safety Committee ensures that family perspectives on student safety and campus security are incorporated into safety planning and emergency preparedness procedures. This collaborative approach strengthens the overall safety culture by including diverse viewpoints and community knowledge in safety decision-making processes. **Commitment to Responsive Governance** Through these diverse committee structures and communication channels, GICS demonstrates its commitment to responsive governance that values parent input while maintaining clear lines of authority and accountability. The school recognizes that effective parent engagement requires both formal structures and informal opportunities for dialogue, creating a comprehensive framework for family participation in school decision-making processes.		
3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	Goethe International Charter School is committed to fostering strong partnerships between families and the school community, recognizing that active parent engagement is fundamental to student success. The school provides comprehensive opportunities for all parents, including those representing Unduplicated Pupils and Students with Disabilities, to engage as meaningful partners in their children's education through diverse volunteer opportunities and participation in school-wide events. **Volunteer and Partnership Opportunities** GICS creates multiple pathways for parents to contribute their time, skills, and expertise to enhance the educational experience for all students.	$16,020	N

Volunteer opportunities span across classroom support, special events, field trip assistance, and specialized programs that utilize parents' professional skills and cultural knowledge. The school actively recruits parent volunteers for classroom activities, reading programs, cultural presentations, and hands-on learning experiences that enrich the curriculum.

Parents are encouraged to share their professional expertise and cultural backgrounds through guest speaking opportunities, career presentations, and cultural education programs that align with the school's international focus. These authentic learning experiences provide students with real-world connections while creating meaningful ways for parents to contribute to their children's education.

School-Wide Events and Cultural Celebrations

The school's signature events provide numerous opportunities for family participation and community building. Parents play essential roles in planning and executing events such as International Flair, Lantern Festival, Winter Concert, and Talent Show, creating collaborative experiences that strengthen the school community. These events not only celebrate student achievements but also showcase the diverse cultural heritage of school families.

Parent participation in these events extends beyond attendance to include planning committees, setup and coordination, cultural presentations, and post-event activities. This comprehensive involvement ensures that families feel ownership in school traditions while contributing to the vibrant community culture that defines GICS.

Comprehensive Communication Strategy

To ensure that all families remain informed about school events and engagement opportunities, GICS utilizes a multi-platform communication approach that reaches families through their preferred methods of receiving information. The FreshSchools App provides real-time notifications and updates directly to parents' mobile devices, ensuring immediate access to important school information and announcements.

MailChimp serves as the platform for targeted email communications, allowing the school to send detailed information about upcoming events, volunteer opportunities, and school news to specific parent groups or the

entire community. Bright Arrow provides additional communication capabilities, including automated voice and text messaging for urgent announcements and reminders about important dates and deadlines.

The weekly newsletter serves as a comprehensive communication tool that highlights student achievements, upcoming events, volunteer needs, and important school information in a format that families can review at their convenience. This regular communication ensures that parents have consistent access to school updates and opportunities for involvement.

The PowerSchool Parent Portal provides families with direct access to their children's academic progress, assignment information, and individualized communication with teachers. This platform supports ongoing parent engagement by keeping families informed about their children's daily academic experience and providing tools for supporting learning at home.

Accessibility and Inclusive Participation

GICS is committed to ensuring that all families, regardless of language, economic status, or other potential barriers, have equal opportunities to participate in school activities and access school communications. Communication materials are provided in multiple languages as needed, and interpretation services are available for school events and meetings to ensure that non-English speaking families can participate fully in school community activities.

GICS recognizes that families have varying schedules and availability and therefore provides multiple types of engagement opportunities that accommodate different family circumstances. Some volunteer opportunities are designed for during-school participation, while others can be completed from home or during evening and weekend hours.

Building School Community Through Engagement

These comprehensive engagement opportunities work together to create a strong school community where families feel valued, heard, and connected to their children's educational experience. By providing diverse ways for parents to contribute and stay informed, GICS ensures that all families can find meaningful ways to support their children's education while building lasting connections with other families and school staff.

		GICS's commitment to parent engagement extends beyond individual family participation to foster a collaborative community where parents support one another and work together to enhance the educational experience for all students. This comprehensive approach to family engagement strengthens the entire school community while supporting individual student success.		
4	MAINTAINING SAFE & CLEAN SCHOOL FACILITIES	Goethe International Charter School is committed to providing all students and staff with a safe, clean, and well-maintained learning environment. The school maintains high standards for facility cleanliness, safety protocols, and preventive maintenance while working collaboratively with Los Angeles Unified School District as the facility owner. **Facility Management and LAUSD Partnership** GICS operates from a facility site leased from LAUSD, requiring ongoing coordination to ensure that maintenance needs, safety concerns, and facility improvements are addressed promptly and effectively. The school maintains a collaborative relationship with LAUSD facility management, ensuring that both routine maintenance and emergency repairs are handled efficiently while meeting the specific needs of the GICS educational program. **Daily Operations and Safety Standards** The school maintains rigorous daily cleaning standards across all learning spaces, common areas, restrooms, and outdoor areas. Professional custodial services provide comprehensive cleaning including floor care, surface sanitization, and waste removal that meets health department standards. Staff follow established protocols for cleaning and disinfecting high-touch surfaces throughout the school day. Regular safety inspections identify and address potential hazards across all facility areas including classrooms, outdoor spaces, playground equipment, and building systems. Staff members are trained to identify and report safety concerns promptly, with documentation maintained for all inspections and corrective actions. **Annual FIT Reporting and Compliance** GICS completes the comprehensive Facility Inspection Tool (FIT) report annually as required by state regulations. This systematic evaluation	$76,152	N

		assesses facility condition including structural integrity, cleanliness, heating and ventilation systems, electrical systems, restroom facilities, and overall safety conditions. FIT report results are transparently reported through the School Accountability Report Card (SARC), Local Indicators Report, and Local Control and Accountability Plan (LCAP). Any deficiencies identified through the FIT process are promptly submitted to LAUSD for appropriate action and resolution, with detailed records maintained for all findings and follow-up actions. **Emergency Preparedness and Environmental Health** The school maintains comprehensive emergency preparedness systems including emergency supplies, clearly marked exits and safety equipment, and regular safety drills. Emergency response protocols are regularly reviewed and updated, with staff receiving ongoing training in emergency procedures and facility-specific safety measures. GICS prioritizes environmental health through green cleaning protocols, when possible, adequate ventilation throughout learning spaces, and sustainability practices including waste reduction and energy conservation measures. The school maintains ongoing communication with families about facility conditions and any planned maintenance projects that may impact school operations.		

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2025-26

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$333,423	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
5.56%	0%	$0	5.56%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1, Action 2	The comprehensive needs assessment revealed significant academic achievement gaps that require intensive, systematic intervention support. The 2024 CA School Dashboard data shows concerning performance declines across multiple student subgroups, with Socioeconomically Disadvantaged students declining from YELLOW to ORANGE performance levels (ELA Distance from Standard dropping from -3.7 to -23.4), and English Learners declining from GREEN to ORANGE performance (moving from +17.4 to -8.1 Distance from Standard). Hispanic students	This action is provided on a schoolwide basis because academic achievement gaps and intervention needs are not isolated to specific classrooms or grade levels, but represent systemic challenges that require comprehensive, coordinated support across the entire educational program. • **Preventing Academic Gaps Through Early Intervention:** Instructional Assistants providing Tier 1 support in lower elementary classrooms (TK-1st grade) serve all students during core instruction,	The metrics that will be used to monitor effectiveness are: • #1: CAASPP ELA Assessment: Distance from Standard (DFS) • #2: CAASPP Math Assessment: Distance from Standard (DFS)

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	also declined from YELLOW to ORANGE performance levels, indicating that current intervention systems are insufficient to meet growing student needs. **Inadequate Staffing for Growing Intervention Needs** The current intervention teacher operates in a dual role serving both Resource Specialist Program (RSP) and general intervention needs, significantly limiting availability across all grade levels when the population requiring intervention continues to grow. Teachers and administrators identified the critical need for dedicated intervention staff to provide both pull-out and push-in support services, while the Parent Advisory Committee expressed concerns about persistent achievement gaps between student groups. **Middle School Academic Support and Preparation Needs** Student stakeholders, through the Middle School Student Advisory Council, specifically recommended establishing a tutoring center to support students struggling with core subjects. Additionally, administrators identified the need for accelerated Mathematics programming and systematic middle school departmentalization to provide more specialized instruction and better prepare students for high school-level coursework. **Extended Learning Time Requirements** The school's diverse student population, including 30% Hispanic students, 9% English Learners, and 26% Socioeconomically Disadvantaged students, requires additional learning opportunities beyond the regular school day to accelerate academic	ensuring that learning difficulties are identified and addressed before they develop into significant academic gaps. This preventive approach benefits the entire school community by reducing the number of students who require intensive intervention services in later grades, while ensuring that all students, regardless of background, receive immediate support when they experience challenges with foundational skills. • **Creating Systematic Support Across All Grade Levels:** The dedicated intervention teacher providing both pull-out and push-in services across elementary grades ensures that intervention support is available to any student demonstrating academic need, rather than being limited to specific populations or classrooms. This schoolwide approach recognizes that students requiring intervention support are distributed across all grade levels and classrooms, and that effective intervention requires flexibility to serve students where they are rather than requiring them to fit predetermined program structures. • **Supporting Teacher Capacity Building:** When Instructional Assistants and the intervention teacher work across all classrooms, they support general education teachers in developing their capacity to serve diverse learners. This collaboration benefits all students by enhancing the overall quality of instruction and ensuring that evidence-based intervention strategies are implemented consistently throughout	

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	progress and prevent summer learning loss. Current after-school and intersession programming needs expansion to adequately serve all students requiring additional academic support and enrichment opportunities.	the school, rather than being isolated to specific programs or student groups. • **Maximizing Resource Efficiency and Impact:** Providing intervention support schoolwide allows for more efficient use of personnel and resources while ensuring that support is allocated based on student need rather than predetermined categorical distinctions. This approach ensures that the intervention teacher and Instructional Assistants can respond flexibly to changing student needs throughout the school year and provide support to any student demonstrating academic challenges, regardless of their demographic characteristics or program placement.	

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
Goal 1, Action 4	The 2024 CA School Dashboard revealed critical challenges in English Learner achievement. English Learners declined dramatically from GREEN to ORANGE performance levels, with ELA Distance from Standard dropping from +17.4 to -8.1. The EL Progress Indicator towards English Language Proficiency declined from 72.4% to 65.6%, while	• GLAD (Guided Language Acquisition by Design) training directly addresses the need for consistent, evidence-based ELD instruction across all content areas. This comprehensive professional development equips all teachers with specialized	The metrics that will be used to monitor effectiveness are: • #4: % EL who made progress towards English Language Proficiency

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Summative ELPAC proficiency rates dropped significantly from 60.3% to 46.94%, representing a 13.36% decrease indicating substantial challenges in language acquisition support. **Insufficient Systematic ELD Programming** Current ELD instruction lacks systematic, evidence-based curriculum and consistent implementation across grade levels. Inconsistent ELD services have contributed to declining outcomes, requiring comprehensive Designated ELD instruction with structured materials and specialized teacher training to effectively support language acquisition while ensuring grade-level content access. **Teacher Capacity and Professional Development Gaps** Teachers and the English Learner Advisory Committee identified critical needs for ELD professional development. Teachers requested training in ELD methodologies, while ELAC emphasized need for consistent reading comprehension strategies and regular writing practice. The dual-immersion environment requires specialized expertise to support English Learners developing academic proficiency in both English and German. **Limited Data-Driven Instruction and Progress Monitoring** The school requires enhanced systems for analyzing ELPAC data to inform instructional planning and ensure ELD services respond to individual student language development needs. Current data utilization practices need strengthening to support targeted instruction based on students' specific proficiency levels and academic language goals.	strategies to support English Learners during core academic instruction, ensuring that language development occurs simultaneously with content learning. GLAD methodologies provide teachers with systematic approaches to make grade-level content comprehensible for English Learners while developing academic language skills, directly addressing the identified gap in integrated ELD services within the dual-immersion environment. • The E.L. Achieve curriculum implementation through comprehensive teacher training provides the systematic, evidence-based Designated ELD instruction currently lacking across grade levels. This structured program offers teachers ready-to-use units, lessons, and assessments specifically aligned to students' ELPAC proficiency levels (Emergent, Expanding, Bridging, Well Developed), ensuring consistent, high-quality language instruction. The three-year rollout plan with intensive training addresses teacher capacity gaps by providing specialized expertise needed to effectively serve English Learners in small group settings, directly targeting the declining ELPAC proficiency rates and EL Progress Indicator performance. • BrainPOP ELL serves as an evidence-based supplemental intervention program that provides interactive, engaging language learning opportunities specifically designed for English Learners. This digital platform	• #5: % students English Language Proficiency for Summative ELPAC

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		addresses individual student language development needs by offering differentiated content aligned with proficiency levels, supporting the systematic progress monitoring identified as lacking in current services. The program provides additional language exposure and practice opportunities beyond classroom instruction, directly supporting the ELAC recommendation for increased reading comprehension strategies and writing practice while helping to reverse the concerning decline in ELPAC proficiency rates. Together, these three components create a comprehensive ELD support system that addresses both teacher capacity building and direct student intervention needs. GLAD training ensures all teachers can support English Learners during content instruction, E.L. Achieve provides systematic Designated ELD curriculum and training, and BrainPOP ELL offers targeted supplemental support. This coordinated approach directly addresses the identified need for enhanced data-driven instruction by providing teachers with assessment tools and student progress monitoring systems that inform instructional planning and ensure responsive ELD services.	

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Not applicable

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Goethe International Charter School is not eligible for additional concentration grant add-on funding.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	Not applicable to charter schools	Not applicable to charter schools
Staff-to-student ratio of certificated staff providing direct services to students	Not applicable to charter schools	Not applicable to charter schools

2024-25 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 4,033,693.45	$ 3,933,548.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	MEASURING STUDENT PROGRESS – ASSESSMENTS	No	$ 20,050	$ 20,505
1	2	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	Yes	$ 102,479	$ 187,189
1	2	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	No	$ 296,507	$ 245,616
1	3	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	No	$ 27,700	$ 21,083
1	4	STRENGTHENING EL PROGRAM & SERVICES	Yes	$ 142,100	$ 126,502
1	5	SERVICES TO SUPPORT SWD	No	$ 704,077	$ 704,199
1	6	BROAD COURSE OF STUDY	No	$ 415,376	$ 377,039
2	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	No	$ 2,086,000	$ 2,034,424
2	2	PROFESSIONAL DEVELOPMENT	No	$ 18,087	$ 11,679
2	3	CLOSING THE DIGITAL DIVIDE	No	$ 4,000	$ 4,000
2	4	CORE CURRICULAR PROGRAM NEEDS	No	$ 26,090	$ 25,847
3	1	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT	No	$ 99,107	$ 97,120
3	2	PARENT INPUT IN DECISION-MAKING	No	$ -	$ -
3	3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	No	$ 20,520	$ 12,024
3	4	MAINTAINING SAFE & CLEAN SCHOOL FACILITIES	No	$ 71,600	$ 66,321

2024-25 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 313,691	$ 244,579	$ 313,691	$ (69,112)	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	2	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	Yes	$ 102,479	$ 187,189.00	0.000%	0.000%
1	4	STRENGTHENING EL PROGRAM & SERVICES	Yes	$ 142,100	$ 126,502.00	0.000%	0.000%

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 4,852,885	$ 313,691	0.000%	6.464%	$ 313,691	0.000%	6.464%	$0.00 - No Carryover	0.00% - No Carryover

2025-26 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2025-26	$ 5,992,334	$ 333,423	5.564%	0.000%	5.564%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 3,581,976	$ 754,183	$ -	$ 187,105	$ 4,523,264.00	$ 3,729,673	$ 793,591

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	MEASURING STUDENT PROGRESS – ASSESSMENTS	All	No				2025-26	$ -	$ 20,350	$ -	$ -	$ -	$ 20,350	$ 20,350	0.000%
1	2	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	All	Yes	Schoolwide	All	Goethe	2025-26	$ 310,433	$ -	$ 310,433	$ -	$ -	$ -	$ 310,433	0.000%
1	2	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	All	No				2025-26	$ -	$ 103,192	$ 3,192	$ 100,000	$ -	$ -	$ 103,192	0.000%
1	3	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	All	No				2025-26	$ 183,279	$ 22,730	$ 191,178	$ -	$ -	$ 14,831	$ 206,009	0.000%
1	4	STRENGTHENING EL PROGRAM & SERVICES	English Learners	Yes	Limited	English Learners	Goethe	2025-26	$ -	$ 22,990	$ 22,990	$ -	$ -	$ -	$ 22,990	0.000%
1	5	SERVICES TO SUPPORT SWD	All	No				2025-26	$ 503,038	$ 240,300	$ 129,234	$ 478,380	$ -	$ 135,724	$ 743,338	0.000%
1	6	BROAD COURSE OF STUDY	All	No				2025-26	$ 215,237	$ 76,394	$ 238,701	$ 52,930	$ -	$ -	$ 291,631	0.000%
2	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	All	No				2025-26	$ 2,198,528	$ 55,000	$ 2,249,096	$ 4,432	$ -	$ -	$ 2,253,528	0.000%
2	2	PROFESSIONAL DEVELOPMENT	All	No				2025-26	$ 127,787	$ 51,616	$ 130,627	$ 32,576	$ -	$ 16,200	$ 179,403	0.000%
2	3	CLOSING THE DIGITAL DIVIDE	All	No				2025-26	$ -	$ 20,000	$ -	$ 20,000	$ -	$ -	$ 20,000	0.000%
2	4	CORE CURRICULAR PROGRAM NEEDS	All	No				2025-26	$ -	$ 47,412	$ 47,412	$ -	$ -	$ -	$ 47,412	0.000%
3	1	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT	All	No				2025-26	$ 191,371	$ 41,435	$ 193,621	$ 39,185	$ -	$ -	$ 232,806	0.000%
3	2	PARENT INPUT IN DECISION-MAKING	All	No				2025-26	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
3	3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	All	No				2025-26	$ -	$ 16,020	$ 16,020	$ -	$ -	$ -	$ 16,020	0.000%
3	4	MAINTAINING SAFE & CLEAN SCHOOL FACILITIES	All	No				2025-26	$ -	$ 76,152	$ 49,472	$ 26,680	$ -	$ -	$ 76,152	0.000%

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 5,992,334	$ 333,423	5.564%	0.000%	5.564%	$ 333,423	0.000%	5.564%	**Total:**	$ 333,423
								LEA-wide Total:	$ -
								Limited Total:	$ 22,990
								Schoolwide Total:	$ 310,433

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	2	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	Yes	Schoolwide	All	Goethe	$ 310,433	0.000%
1	4	STRENGTHENING EL PROGRAM & SERVICES	Yes	Limited	English Learners	Goethe	$ 22,990	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

- **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or

- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as "Not Applicable."

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included

in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. "Effectiveness" means the degree to which the actions were successful in producing the target result and "ineffectiveness" means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

- As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    - The reasons for the ineffectiveness, and
    - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***Actions for Foster Youth*:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
    - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
    - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
    - LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
        - Identify the action as an LREBG action;
        - Include an explanation of how research supports the selected action;
        - Identify the metric(s) being used to monitor the impact of the action; and
        - Identify the amount of LREBG funds being used to support the action.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on

an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word "input" has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section

15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to

students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the

Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
    - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
    - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
    - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
    - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
    - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

- This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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